

the  
EXTENSION  
SPECIALIST

Evaluation of the Job,  
Program Development  
Materials & Their Use,  
Teaching & Relationships

For SPECIALISTS from  
So. Carolina Georgia  
Puerto Rico Florida

Report of workshop at  
UNIVERSITY of FLORIDA  
Gainesville, Florida  
March 22 - April 2, 1948



## F O R E W O R D

The Cooperative Agricultural Extension Service in the last three decades has grown rapidly. With this growth has come a large increase in personnel, physical equipment and an ever-expanding program of operation.

Accompanying this growth has been an equal expansion in responsibility to farm families and the nation. Extension has earned the respect and confidence of the rural people of America. Extension is being asked to move into new fields of activity to meet the needs of farm people. With this increase in respect and confidence has come a greater responsibility to improve our methods and techniques and provide rural people with the most timely and up-to-date know-how.

This workshop provides an opportunity for extension specialists in Florida, Georgia, South Carolina, and Puerto Rico to study their job in the fields of relationships, program development, evaluation, and methods. This training should be reflected in a better job of extension work done in all of the areas represented.

Through the medium of this workshop you have an opportunity to come together, pool your ideas and problems, discuss with a large number of people many phases of your work and by so doing better fit yourselves to do a more adequate job as a specialist.

Let us all remember that it is the responsibility of each specialist who participated to make certain that the benefits gained from the discussions at this workshop are translated into more effective programs and more effective program execution for the betterment of farm family living.

J. L. BOATMAN  
Chief, Division of Subject Matter  
Extension Service  
U. S. Department of Agriculture

## INTRODUCTION

This report is a summary of lectures given and reports prepared for use of extension specialists from South Carolina, Georgia, Florida and Puerto Rico attending a workshop at the University of Florida, Gainesville, March 22 to April 2, 1948. Specialists from the above states not present here attended a similar workshop at either Athens, Georgia, or Greenville, South Carolina. Accordingly, all specialists had the privilege of working with some of their extension neighbors in a way which would promote exchange of ideas and stimulate thinking on more efficient ways of getting the job done.

Despite the physical handicaps which are a part of a crowded University, all who attended this workshop went about their work with a spirit that was in itself very stimulating. It was a privilege for Florida to have had this fine group as its guests.

H. G. CLAYTON, Director  
Florida Extension Service

## WORKSHOP STAFF

Marshall O. Watkins, Assistant to Director of Extension, Fla. -- In Charge

R. W. Blacklock, Boys' 4-H Club Agent, University of Florida

J. L. Boatman, Chief, Div. of Subject Matter, Extension Service, U.S.D.A.

H. G. Clayton, Director of Extension Service, Florida

J. F. Cooper, Jr., Extension Editor, University of Florida

Mary E. Keown, State Home Demonstration Agent, Florida

Dr. Gladys Gallup, Chief, Div. Field Studies and Training, Extension Service,  
U.S.D.A.

H. W. Hochbaum, Chief, Div. Field Coordination, Extension Service, U.S.D.A.

Mena Hogan, Field Agent, Extension Service, U.S.D.A.

Dr. Paul J. Kruse, Professor of Rural Education, Cornell University

S. P. Lyle, In Charge, Agr'l. Section, Div. of Subject Matter, Extension  
Service, U.S.D.A.

Dr. W. J. Matherly, Dean, College of Business Administration, University of  
Florida

Frank S. Perry, Extension Specialist, University of Florida

Charles A. Sheffield, Field Agent, Extension Service, U.S.D.A.

Anna Mae Sikes, Extension Nutrition Specialist, University of Florida

Kenneth F. Warner, Extension Meat Specialist, U.S.D.A.

Alice Linn, Clothing Specialist, U.S.D.A.

O. S. Fisher, Extension Agronomist, U.S.D.A.

PARTICIPANTS

## GEORGIA:

Broach, Mrs. Ruth ..... Extension Specialist, Food Conservation  
 Crawford, Paul A. .... REA Specialist  
 Dyer, C. D. .... Extension Forester  
 Farmer, L. E. .... Extension Economist-Marketing  
 Gannon, A. F. .... Extension Poultryman  
 Inglis, H. A. .... Extension Agronomist-Seed Certification  
 Johnson, J. R. .... Extension Agronomist  
 King, W. A. .... Extension Economist, Farm Management  
 Mathews, Miss Susan ..... Extension Nutritionist  
 McRae, Miss Quinnelle ..... Extension Clothing Specialist  
 Preston, John B. .... Assistant Extension Agronomist  
 Richardson, R. J. .... Assistant State Leader, 4-H Club Work  
 VanWinkle, M. L. .... Extension Recreation Specialist  
 Walker, L. C. .... Extension Specialist-Bee Culture  
 Welch, H. K., Jr. .... Assistant Extension Dairyman  
 Weldon, Miss Kathleen ..... Assistant State Leader, 4-H Clubs

## SOUTH CAROLINA:

Craven, W. H. .... Extension Agronomist  
 Gooding, P. H. .... Leader, Poultry Extension Work  
 Hall, C. W. .... Extension Forester  
 Lomas, C. H. .... Extension Dairy Specialist  
 Martin, Miss Margaret ..... Ext. Food Production & Conservation Specialist  
 Pearce, Miss Sallie ..... Extension Marketing Specialist  
 Ridgeway, W. A. .... Extension Livestock Specialist  
 Rochester, M. C. .... Leader, Agricultural Economics Extension Work  
 Turner, E. C. .... Extension Conservationist  
 Youngblood, J. E. .... Assistant Chief, Extension Marketing Division

## PUERTO RICO:

Budet-Dominguez, Antonio ..... Extension Animal Husbandman  
 Gaztambide, Juan B. .... Chief, Forestry Section  
 Osuna, Pedro ..... Extension Horticulturist  
 Padilla, Mrs. Aurora ..... Assistant 4-H Club Leader  
 Vales, Emilio ..... Extension Agronomist

## FLORIDA:

Barrus, Mrs. Edith Y. .... District Home Demonstration Agent  
 Beale, Clyde ..... Associate Extension Editor  
 Bevis, Miss Joyce ..... Extension Economist in Clothing and Textiles  
 Carter, Mrs. Bonnie J. .... Home Improvement Specialist  
 Hampson, C. M. .... Extension Economist, Farm Management  
 Lawrence, F. P. .... Acting Citriculturist  
 McLendon, H. S. .... Extension Conservationist  
 McMullen, K. S. .... District Agent  
 Neely, Miss Grace I. .... Economist in Food Conservation  
 Nieland, L. T. .... Extension Forester  
 Perry, F. S. .... Assistant Extension Poultryman  
 Pettis, A. M. .... Farm Electrification Specialist  
 Timmons, D. E. .... Extension Economist, Marketing  
 Sikes, Miss Anna Mae ..... Extension Nutritionist  
 Smith, J. Lee ..... District Agent

## ORGANIZATION OF THE WORKSHOP

The workshop was arranged cooperatively by the U. S. Department of Agriculture, Extension Service, and the Florida Agricultural Extension Service. Specialists from South Carolina, Georgia, Florida and Puerto Rico attended.

Mornings were devoted to lectures before the entire group. Afternoons were devoted to group meetings. There were five groups, each of which had a chairman, a recorder, and a consultant. Each group worked on a major problem in extension work.

A steering committee composed of the over-all chairman, consultants, staff members, and chairmen and secretaries of work groups met periodically to chart the course of the workshop.

A recreation committee composed of representatives from each state and Puerto Rico handled recreation plans.

Reference material was catalogued and made available to workshop participants in a room next to the auditorium where all morning meetings were held.

One evening during the Workshop, March 23, was devoted to a lecture by K. F. Warner, Extension Meat Specialist, U.S.D.A. on the subject, "Requirements of a Method Demonstration". Dr. A. P. Black, Professor of Chemistry, University of Florida, discussed "Water Conservation" on Monday night, March 29. Dean H. Harold Hume, Provost for Agriculture, University of Florida, Gainesville, gave an illustrated lecture on "Florida Vegetation" on Wednesday night, March 31. He was assisted by Professor Erdman West, Botanist and Mycologist, Agricultural Experiment Station, University of Florida.

Workshop reports were presented by each group beginning Wednesday, March 31, at 10:45 A.M. and concluding Friday, April 2, at 10:00 A.M.

PROGRAM  
INTRAREGIONAL WORKSHOP  
 for  
EXTENSION SUBJECT-MATTER SPECIALISTS

University of Florida, Gainesville, Fla.  
 March 22-April 2, 1948

March 22

- 8:30 a.m. What We Expect the Workshop to Accomplish - - - - H. G. Clayton,  
 Director of Extension, Florida
- 9:00 a.m. Organization and Workshop Procedures - - - Marshall O. Watkins,  
 Assistant to Director, Florida
- 9:30 a.m. The Cooperative Extension Service - - - - - J. L. Boatman,  
 Chief, Div. of Subject Matter,  
 Extension Service, U.S.D.A.
- 10:30 a.m. Recess
- 10:45 a.m. Changing a Program into Action - - - - - K. F. Warner,  
 Meat Specialist,  
 Extension Service, U.S.D.A.
- 12:00 Lunch
- 1:15 p.m. Using Teaching Materials in Extension Work - - J. F. Cooper, Jr.  
 Extension Editor, Florida
- 2:45 p.m. Recess
- 3:00 p.m. Leading a discussion - - - - - K. F. Warner,  
 Meat Specialist,  
 Extension Service, U.S.D.A.
- 4:30 p.m. Meeting - Steering Committee

March 23

- 8:30 a.m. How We Decide What to Do - Program Development -  
 Charles A. Sheffield,  
 Field Agent,  
 Extension Service, U.S.D.A.
- Discussion
- 10:15 a.m. Recess
- 10:30 a.m. Relationships of Specialists in Cooperative Extension Work - -  
 S. P. Lyle, In Charge, Agr'l. Section,  
 Extension Service, U.S.D.A.
- Discussion
- 12:00 Lunch
- 1:30 p.m. Workshop Groups
- 7:00 p.m. Requirements of a Method Demonstration - - - - - K. F. Warner,  
 Meat Specialist,  
 Extension Service, U.S.D.A.
- 8:30 p.m. Reception

March 24

- 8:30 a.m. How Effective Are We -- Evaluation -- Dr. Gladys Gallup, Chief,  
 Div. Field Studies and Training,  
 Extension Service, U.S.D.A.

10:30 a.m. Recess  
 10:45 a.m. Effective Methods in Extension Education - Dean Walter J. Matherly  
 College of Business Admin.,  
 University of Florida  
 12:00 Lunch  
 1:15 p.m. Discussion resumed by Dr. Gallup  
 2:30 p.m. Workshop Groups

March 25

8:30 a.m. The Specialist: Opportunities, Responsibilities, Problems - -  
 Miss Anna Mae Sikes,  
 Nutrition Specialist, Florida  
 Frank S. Perry,  
 Asst. Extension Poultryman, Florida  
 Discussion  
 10:15 a.m. Recess  
 10:30 a.m. The Specialist - District Agent Team - Miss Mena Hogan, Field Agent,  
 Extension Service, U.S.D.A.  
 Discussion  
 12:00 Lunch  
 1:30 p.m. Workshop Groups

March 26

8:30 a.m. The Specialist as a Teacher - - - - - Dr. Paul J. Kruse,  
 Dept. of Rural Education,  
 Cornell University  
 10:15 a.m. Recess  
 10:30 a.m. Discussion resumed by Dr. Kruse  
 12:00 Lunch  
 1:30 p.m. Workshop Groups

March 27

8:30 a.m. Problem of Motivation - - - - - Dr. Paul J. Kruse,  
 Dept. of Rural Education,  
 Cornell University  
 10:15 a.m. Recess  
 10:30 a.m. Discussion resumed by Dr. Kruse  
 12:00 Adjournment

March 29

8:30 a.m. Some Results of Extension Studies - - - - - Dr. Gladys Gallup, Chief,  
 Div. Field Studies and Training,  
 Extension Service, U.S.D.A.  
 10:15 a.m. Recess  
 10:30 a.m. Discussion resumed by Dr. Gallup  
 12:00 Lunch  
 1:30 p.m. Workshop Groups

March 30

8:30 a.m. Sifting and Using Economic Data - - - - - Dr. C. V. Noble,  
 Head, Dept. of Agr'l. Economics,  
 University of Florida



Discussion.  
 10:30 a.m. Recess  
 10:45 a.m. Specialists' Responsibility to 4-H Club Work - - - R. W. Blacklock,  
 Boys' 4-H Club Agent, Florida  
 Miss Mary E. Keown,  
 State Home Demonstration Agent, Fla.  
 12:00 Lunch  
 1:30 p.m. Workshop Groups

March 31

8:30 a.m. Leadership -- Selection, Training and Use - - - Miss Mary E. Keown,  
 State Home Demonstration Agent, Fla.  
 10:30 a.m. Recess  
 10:45 a.m. Workshop Groups  
 12:00 Lunch  
 1:30 p.m. Workshop Groups

April 1

8:30 a.m. Organization and Administration of Extension Work - -  
 H. W. Hochbaum,  
 Chief, Div. of Field Coordination,  
 Extension Service, U.S.D.A.  
 10:30 a.m. Recess  
 10:45 a.m. Reports of Workshop Groups  
 12:00 Lunch  
 1:30 p.m. Reports of Workshop Groups

April 2

8:30 a.m. Reports of Workshop Groups  
 10:30 a.m. Recess  
 10:45 a.m. Summary of Workshop Work - - - - - Marshall O. Watkins,  
 Ass't. to Director, Florida  
 11:15 a.m. Administrative Suggestions - - - - - H. G. Clayton,  
 Director of Extension, Florida  
 12:00 Adjourn

WHAT THE



LECTURERS  
SAID

## WHAT WE EXPECT THE WORKSHOP TO ACCOMPLISH

By

H. G. Clayton

Director, Florida Agricultural Extension Service

In each state extension work operates differently under the same general framework. The conditions vary among states and within a single state.

The overall extension job is to take the conditions, facilities, personnel and opportunities and problems under which and with which we must operate and to so utilize them as to obtain the most efficient and effective program for the benefit of farm people.

The specialist is a most important segment of the extension program. This segment furnishes a service or feature that is designed to strengthen the work in the field by having what could be termed "experts" available to assist in developing programs within his field, in servicing the county workers, in being a subject-matter authority and in working with statewide industry or commodity groups beyond the county level. The specialist carries a heavy public relations responsibility, he is a state representative of the Extension Service and how he conducts his work, himself, and how well he is informed determines whether he is an asset or a liability to the extension program.

The Extension program calls for team work of high quality. You have all seen a ball game where the weakness at one position can cost the game when the team was really due to win.

I assume every extension employee is interested in his job and is doing the very best he knows how to render the greatest service he can. There may be some exceptions such as an individual who is more interested in promoting his personal welfare and publicity than he is in team work. He may be a grandstand player, but in this assumption I have not taken this into account.

At this workshop we expect that you will each get a better conception of the fundamental methods of how to do a specialist's work. This is not a subject matter conference but a methods workshop and there are some basic principles involved that apply to every specialist and it will be helpful to understand or review these principles. We believe the bringing together of the viewpoints of specialists from several states and Puerto Rico will be helpful and that this association will tend to broaden the viewpoint in considering the material presented at this workshop.

In the past there has been in most states small opportunity for specific training in methods and this Workshop is to fill this need. We also have opportunity for working together with our fellow workers from Puerto Rico.

We expect you to get all you possibly can out of the workshop and to contribute as much as you can to the discussions. I assume as extension people you will get as many sidelights and make as many contacts with workers here in the Station and College as you can about your particular field of work. Arrangements will be made to assist you with these contacts.

## THE COOPERATIVE EXTENSION SERVICE

By

J. L. Boatman, Chief, Division of Subject Matter,  
Extension Service, U. S. Department of Agriculture

It is a pleasure to meet with you and participate in your regional workshop. One aim each of us should have is to improve our knowledge of extension work. All of us as extension workers exist for one purpose only -- service to agriculture and the Nation. I am not under the delusion that I have anything profound to offer this morning on the objectives of extension work. Most of us in this room should know now a lot about that subject. This summer, however, when I was attending a regional specialist workshop, about half of the specialists attending stated that this was the first time that they had understood the kind of organization the Cooperative Extension Service was. With this thought in mind, I am attempting to give a brief review of the evolution and development of cooperative extension work. The details will not be complete, but I am in hopes this talk will cover the high points of its development.

Too often many of us think of cooperative extension work as a social phenomenon that is very recent. Three years ago, recognition was given to the 30th anniversary of the Cooperative Extension Service. But we might equally conclude that extension work in this country is three-quarters of a century old, rather than a third of a century. This may not be orthodox thinking. But, in actual practice, the first agricultural extension worker probably was the American Indian. He taught the Pilgrim Fathers how to grow a better crop of corn by placing a fish in the hill with the corn seed!

Naturally, extension work today is far different and greatly advanced from that early and unplanned demonstration. Yet, the basic principles remain essentially the same -- learning by seeing a thing done and then doing it. Throughout the years farm people have eagerly sought better ways of growing crops, and of living better as a result of combining knowledge with skill and effort. This inner restlessness of farm people, their zeal for wanting to understand nature better and work with it more closely, has done much to advance human civilization. Not only has it satisfied the individual and the essential profit motives of the farmer, but it has insured better rural living, economic gains, social gains, and spiritual satisfactions. The Cooperative Extension Service, as we now know it, has, in the past 33 years, been a major instrument in knitting together, in a democratic way, these objectives and innate desires of rural people.

Historic mileposts are in themselves unimportant. Nevertheless, I should like to point out a few Extension mileposts that reflect a recognition of the need for, and establish some principles in, the development of cooperative extension work.

### ORGANIC ACTS

The first of these was in 1862, when the organic act was passed by Congress establishing the forerunner of the Department of Agriculture, which is one of the partners in this cooperative endeavor. This act recognized the need for organized

assistance to agriculture. That same-year Congress enacted the First Morrill Act, providing grants of land to the States; the proceeds from the sale were to be used for the establishment and maintenance of colleges of agriculture and mechanic arts. These institutions are known today as the land-grant colleges. The significant points I wish to stress in relation to extension in these two events are twofold: First, Congress in this one session provided for two governmental or quasi-governmental institutions; each, acting independently, was eventually to render an extension type of educational service to farm people; and later these two efforts were to converge into one. By the second act Congress established a State-Federal relationship within the field of agricultural affairs, which has been further developed and intensified in the Cooperative Extension Service as we know it today and which has contributed much to the success of extension work.

#### HATCH ACT

A quarter of a century later, in 1887, another link was welded in a definite chain of events which also served as a forerunner to cooperative extension work. This was the passage of the Hatch Act providing Federal financial assistance to States for the establishment of agricultural experiment stations. Again, we have an excellent example of Federal-State cooperation in an endeavor to provide service and assistance to farm people. That same year the Association of Agricultural Colleges and Experiment Stations was formed at a meeting in Washington. The late Mr. W. A. Lloyd, in a paper prepared for presentation before the Mu Chapter of Epsilon Sigma Phi on May 8, 1944, indicates that only brief notes are available concerning the events at that meeting. In these notes, however, reference is made to the need for experiment station publications to supply information on the improvement of the soil, breeding of livestock, the growing of crops, and other practices which were needed by farm people. In Mr. Lloyd's words: "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." Minutes of other meetings of the association also stress the need for the experiment stations to disseminate to farmers their newly discovered facts.

These needs were met in various ways by different institutions. New Jersey (Rutgers in 1891) instituted a series of lectures to be given at selected points within the State where persons might enroll. Reading assignments were made and at the end of this short course an examination was given. Pennsylvania organized a course in home reading in agriculture in 1892, which later was known as a correspondence course in agriculture.

In other States, work more nearly comparable to what is known as extension work today was developed during the nineties. One of the significant characteristics in virtually all of these earlier endeavors was the fact that they were centered in the land-grant college and to a large degree were patterned after teaching procedures common to resident college work.

## THE BEGINNING OF ORGANIZED EXTENSION WORK

The year 1904 is the next milestone to which reference is made. This year was marked by two developments -- one by the Department of Agriculture and the other by the Land-Grant College Association. These efforts later were to be merged into the Cooperative Extension Service as we know it today. Each was significant in its own right and each made a contribution to the methods, procedures, and objectives of present-day extension work.

The development in the Department of Agriculture was the allocation of limited funds from a congressional appropriation to Dr. Seaman A. Knapp for use in conducting demonstrations on boll weevil control measures. Some features of this work are worthy of note. They can be enumerated quickly. They are:

- (1) The work was conducted independently of the colleges.
- (2) Field agents were practical farmers.
- (3) Work originated primarily as a control measure rather than as an educational endeavor. (Later General Education Board funds made possible the greater emphasis on the educational aspects.)
- (4) Contribution of funds from local sources, both private and later public.
- (5) The establishment of the county as the unit of operation.
- (6) The organization of boys and girls in groups to serve as demonstrators.
- (7) The employment of a practical farmer as the local county representative or the county agent.

Many of these features are incorporated in extension teaching today, and most of us recognize the contribution made by Dr. Seaman A. Knapp through this endeavor to our present extension philosophy and technique.

The other event of 1904 and the one leading directly to the passage of the Smith-Lever Act was the recommendation by Dr. Kenyon S. Butterfield in the meeting of the Land-Grant College Association in the same year that a standing committee on extension should be established by the association. This was done, and Dr. Butterfield served as chairman of that committee for five years. The committee made a careful study of extension work as it was being carried on by the colleges and among other things recommended that departments of extension teaching be established in the land-grant colleges. The association favored a grant of funds from Congress to further extension work and recommended that the franking privilege be extended to cover all bona fide extension publications. These suggestions are the first on record recommending that the Federal Government assist in financing extension work through the land-grant colleges.

In due time Dr. Butterfield prepared a draft of proposed legislation, which was incorporated into the first bill introduced into Congress authorizing Federal support for extension work on a Nation-wide basis through the State colleges of agriculture (H.R. 15422, introduced by Representative McLaughlin of Michigan, December 15, 1909). The Lever bill that was introduced was very similar to that submitted by McLaughlin. It is well to note that it was not until May 8, 1914, that the Smith-Lever Act became law. This established the first thoroughgoing scientific educational service for farm people. It is also well to note that basic pieces of legislation such as the Smith-Lever Act are usually the product of great effort on the part of a lot of people over a long period of time.

Many interesting and significant events that have a bearing on the establishment of extension work and the manner in which it is carried on today have been omitted because of a lack of time and space in this talk. This much has been reviewed primarily to emphasize the following points:

- (1) The need for educational assistance to farm people was recognized by many long before the establishment of the Cooperative Extension Service as we know it today.
- (2) The principle of Federal, State and county cooperation in meeting that need was put into practice 33 years ago.
- (3) The influences that resulted not only in the formal establishment of cooperative extension work but also in the shaping of extension philosophy and procedure stem from independent efforts on the part of both the Department of Agriculture and the land-grant colleges. Both saw the need for rendering such a service directly to farm people. The converging of these and related influences, and the preservation of the best of each, found expression in the Smith-Lever Act of 1914.

In view of the interest of both the Department of Agriculture and the land-grant colleges in developing an educational service for farmers, there was much consultation between the two groups in the formulation of legislation to establish extension work. Dr. Knapp was firmly convinced that field agents should be practical farmers. He did not have much faith in the effectiveness of either the colleges or their personnel in rendering aid to farmers. Some of the land-grant college people at that time likewise did not have much faith in the proposed county agent system. In fact, Mr. Lloyd reported that one college dean in a public address subsequent to the passage of the Smith-Lever Act prophesied that "The shores of the agricultural ocean will be strewn with the wrecks of county agents."

These differences of opinion stem from the lack of an adequate background of experience and the lack of foresight into the complexity of the problems with which extension would eventually be asked to render assistance. In 1913, before the passage of the Smith-Lever Act, the Executive Committee of the Land-Grant College Association and the Secretary of Agriculture arrived at an informal agreement on the part each should play if the legislation then under consideration eventually became law, as it did. This agreement was the foundation upon which the memorandum of understanding of 1914 was built. This memorandum has provided the guiding principles under which this cooperative endeavor has been carried on throughout the years. Although the agreement was subject to revocation by either party after due notice, it is worthy of note that neither the Department nor any cooperating State has seen fit to raise the question of revocation. This is an excellent testimonial to the spirit in which cooperative extension work has been carried on.

The ink was hardly dry from the signing of the Smith-Lever Act until the makings of the first major emergency with which Extension had to help cope (World War I) appeared on the horizon. Rather than being able to devote time simply to demonstration of farm practices, as one group visualized the work of Extension, or at the other extreme to direct attention to more formal types of educational endeavor, Extension almost immediately was thrown into large-scale organization work to meet wartime needs. Later, the Extension Service stepped into the breach and provided the organizational leadership for the formation of

local marketing and purchasing cooperatives during the period of depressed prices and accumulated surpluses of the 1920's and the wave of cooperative enthusiasm. Then followed depression, drought, and the emergency programs in the 1930's and, later, World War II.

These experiences, which were not anticipated when extension was being established, provided the test of the ability of extension workers and the soundness of the extension idea. That they met the test well is indicated by the financial support which extension work has received from both Federal and State sources. More significant, of course, is the support which the work has received from the people it serves, as evidenced by the vast amount of unpaid local assistance rendered by farm people and by the demands made upon extension for information, counsel, and guidance in relation to a broad field of problems.

### CHARACTERISTICS OF EXTENSION WORK

What are some of the characteristics that have contributed to the success of cooperative extension work?

Certainly the democratic principles which have been so universally employed both in the administration and in the day-to-day operations of extension work, loom large in significance in this regard. Although much credit should be given to the high quality of statesmanship exhibited by the early leaders of extension work in the development and application of democratic procedures, this is clearly indicated in the Smith-Lever Act where it 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 is reflected in the fact that not only is this principle consistently followed in all relations between the two principals in the contractual relationship, namely, the Department of Agriculture and the State land-grant colleges, but this same relationship is also consistently followed within the States between the colleges and the people of the counties.

Out of this democratic atmosphere, and a 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 those programs through serving as local educational leaders and demonstrators. This is proof that farm people sense, if they do not explicitly recognize, that extension work is dedicated to the principle of helping people to help themselves. By their own participation and efforts, farm people have made a large contribution to the success of extension work.

Flexibility is another characteristic of extension work which is a major contributing factor in the success that it has attained. Certainly the period through which the Cooperative Extension Service has served has demanded flexibility. The need for flexibility to meet differences in local conditions and changing needs of the times was recognized by the founders of the Cooperative Extension Service, and those who had a major part in steering its course in its early years. 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 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 worthy of mention. Due recognition also should be given to the fact, of course, that, however, alert, extension workers could not be productive in this regard were it not for the scientific information constantly being made available to them by the research work of the experiment station of the land-grant colleges, the Department of Agriculture, and other sources. 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 teaching methods and techniques. Extension work cannot be successfully carried on by just the repetition of words. If it is at all successful, the efforts of Extension itself create new situations through an advancement in the degree of understanding and reasoning ability of the people it serves. This fact brings about constant change and improvement.

The last characteristic I wish to emphasize today (this does not exhaust the list of those worthy of mention) is the obvious desire to serve others which is one of the factors making for the high degree of responsibility and loyalty which typifies extension workers. This spirit is in evidence every day. Only recently I had the pleasure of listening to an extension worker of slightly over a year's experience in the field. Discharged from the military service, he had found his first opportunity for postwar employment as an assistant county agent. His previous training and experience gave him excellent qualifications for the job. His enthusiasm for his work was obvious to all and was frankly admitted. His explanation for the unusual satisfaction he was getting out of his work was that he was working out where the problems were with those who had to apply the remedies. His spirit and enthusiasm were contagion itself, and such enthusiasm is not restricted to the freshmen in extension.

As an example, at the other extreme in years of service, we could cite many who have spent their lives in extension work who maintain the same high degree of enthusiasm and love for the work in which they are engaged. 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 which has enabled extension to render the service that it has. This is the spirit that is necessary for its success in the future.

#### WHAT OF THE FUTURE?

What of the future? Some things are very 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 has established itself to the point where other nations throughout the world are looking to the Extension Service here 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 can and will be expected of it than in the past. And as farmers find new problems with which they need help and guidance, excuses for inadequate service will be less justifiable and less generously received.

The very size of the organization itself is a factor that will cause the public to scrutinize it more closely in the future than in the past. For the fiscal year 1947-48, the extension budget amounted to approximately \$58,500,000 as compared with \$32,000,000 ten years ago and \$20,000,000 in 1927, an increase of approximately 165 percent in two decades. It is significant that throughout extension's history there have been only 3 years -- during the depression of 1932-34 -- when the regular cooperative extension budget did not increase over the preceding year. Although this growth has been somewhat erratic and major advancements came at a time of national emergencies, nevertheless the trend has been almost constantly upward. I have no reason to believe that trend will not be continued. How fast and how far will depend in part upon the degree to which extension meets the needs of the future satisfactorily. The demand will be there. The Cooperative Extension Service will need to grow to meet that demand.

Of interest to all, of course, is the development of as complete a staff within the counties as needs and available funds will justify and permit. The Congress has emphasized its direct interest in this development in the county force in legislation providing Federal support for extension work. The legislative history of the Bankhead-Flannagan Act, the latest basic authorization, stresses this fact.

Considerable progress needs to be made yet before we can say that our county staffs are reasonably complete. Supporting those county staffs and rendering assistance to them, there must be an adequate corps of well-qualified specialists representing the State colleges and the Department of Agriculture. The point is evident that, with the increasing complexity of problems demanding extension's attention, effective liaison between the county workers and the State college, the experiment stations, the Department of Agriculture, and other sources of up-to-date scientific information is required. Specialists in the future, as they have in the past, face a real challenge in performing this service.

There are two other points relative to the future of extension work I shall only mention in passing, as they are topics for more detailed consideration later in your program. These are program content or coverage and program integration. Both are extremely important, and specialists have a real contribution to make in relation to them. As to content, may I, for emphasis, say that extension programs have been becoming more comprehensive throughout the years in accordance with recognized needs, and in line with new scientific information and facts available. It is becoming almost trite to mention the accelerated speed with which scientific developments have occurred during the recent war years and the implications of those developments for the future of mankind. Rapid adjustments are ahead, and extension must keep pace with those changes. And as the problems of people become more complex the need for integration of effort becomes more necessary and apparent.

There is one point which we too frequently overlook. It is of significance to all extension workers. Not only are the needs of farm people changing but also there is a constant change in the educational base of farm people 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 from our 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 continuing expansion in extension forces for a considerable period of time, the need for expanding programs of work in both content and intensity, the need for greater efforts at program integration to make all our work more productive. All this presents a

real challenge to extension workers to be of service to a clientele of constantly growing capabilities.

## M E M O R A N D U M O F U N D E R S T A N D I N G

**WHEREAS,**

\_\_\_\_\_ has or may hereafter have, under its control Federal and State funds for extension work in agriculture and home economics, which are and may be supplemented by funds contributed for similar purposes by counties and other organizations and by individuals within said State, and the United States Department of Agriculture has or may hereafter have, funds appropriated directly to it by Congress which can be spent for demonstration and other forms of extension work in the State of \_\_\_\_\_.

**THEREFORE,** with a view to securing economy and efficiency in the conduct of extension work in the State of \_\_\_\_\_ the President of

\_\_\_\_\_ Agricultural College, acting subject to the approval of the Board of \_\_\_\_\_ of said College and the Secretary of Agriculture of the United States, hereby make the following memorandum of understanding with reference to cooperative relations between said College and the United States Department of Agriculture for the organization and conduct of extension work in agriculture and home economics in the State of \_\_\_\_\_.

**I.** The \_\_\_\_\_ Agricultural College agrees:

(a) To organize and maintain at said College 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 \_\_\_\_\_ 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 of \_\_\_\_\_.

**II.** The United States Department of Agriculture agrees:

(a) To establish and maintain in the Department of Agriculture a States Relations Committee, pending the authorization by Congress of a States Relations 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 of \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_.

III. The \_\_\_\_\_ College and the United States Department of Agriculture mutually agree:

(a) That, subject to the approval of the President of \_\_\_\_\_ and the Secretary of Agriculture, or their duly appointed representatives, the cooperative extension work in agriculture and home economics in the State of \_\_\_\_\_ involving the use of direct Congressional appropriations to the Department of Agriculture shall be planned under the joint supervision of the Director of Extension Work of \_\_\_\_\_ and the Agriculturist in charge of Demonstration work of the United States Department of Agriculture in the North and West; and that the approved plans for such cooperative extension work in the State of \_\_\_\_\_ shall be executive through the Extension Division of \_\_\_\_\_ in accordance with the terms of the individual project agreements;

(b) That all agents appointed for cooperative extension work in agriculture and home economics in the State of \_\_\_\_\_ under this memorandum and subsequent project agreements, involving the use of direct Congressional appropriations to the Department of Agriculture, shall be joint representative of \_\_\_\_\_ and the United States Department of Agriculture, unless otherwise expressly provided in the project agreements; and the cooperation shall be plainly set forth in all publications or other printed matter issued and used in connection with said cooperative extension work by either \_\_\_\_\_ or the United States Department of Agriculture;

(c) That the plans for the use of the Smith-Lever fund, except so far as this fund is employed in cooperative projects involving the use of Department funds, shall be made by the Extension Division of the \_\_\_\_\_ but shall be subject to the approval of the Secretary of Agriculture in accordance with the terms of the Smith-Lever Act, and when so approved shall be executed by the Extension Division of said \_\_\_\_\_.

(d) That the headquarters of the state organization contemplated in this memorandum shall be at \_\_\_\_\_.

IV. This memorandum shall take effect when it is approved by the President of \_\_\_\_\_ and the Secretary of Agriculture of the United States and shall remain in force until it is expressly abrogated in writing by either one of the signers or his successor in office.

Date \_\_\_\_\_

\_\_\_\_\_  
President, \_\_\_\_\_ Agricultural College

\_\_\_\_\_  
Secretary of Agriculture

Date \_\_\_\_\_

CHANGING A PROGRAM INTO ACTION

By  
K. F. Warner  
Extension Meat Specialist, Extension Service  
U. S. Department of Agriculture

Changing a well conceived program into a plan of action that will produce results is a major operation. It takes a thorough understanding of the local situation. It needs the best information and ideas of the farm people, the county workers and the specialists. It often needs the overall perspective of the administrative group.

For a program to become useful and effective, it is necessary to do something. Ultimately, all programs must be broken down into subject-matter. Ultimately, it becomes necessary to plow, plant, protect from disease and parasites, harvest, market, preserve, use and enjoy. And, the family has to live with itself and its neighbors while it is doing this.

Changing a program into an effective plan of action can be done by several means but there is one route by which it has been done. To illustrate that route, we can use an example from northern Mississippi. This example has three things to recommend it.

1. It is true.
2. It worked.
3. It contains most of the elements common to all such problems.

Ray Furnell, owner and operator of a locker plant at Tupelo, Mississippi, found that his plant did not have enough farmer trade. Inquiry developed the fact that farm income averaged so low that farm families could not afford to rent his lockers.

The next question that Mr. Furnell asked himself was why this farm income was so low. He also asked it of the local people and of the county extension agents. The replies to his questions can be summarized as follows;

1. What is the situation?
  - a. Small farm income.
2. Why is this so?
  - a. Small farms
  - b. Limited plow land fully cropped in feed, food and cotton.
  - c. Average yearly family income @ \$150.
  - d. Hillsides unused.
  - e. Scrub timber unused.
  - f. Family labor used only during the few months when the crop needed attention.

A more intensive use of the limited plowland did not appear to be the ans-

wer to the low income of farmers nor to lack of business at the locker plant. So, Mr. Furnell tried to figure out what farm families could do with their unused assets that would be of value to both them and his locker business. He came up with a trial answer -- grow broilers.

Then Mr. Furnell asked himself, his friends, and the county extension workers a fourth question. If this growing broilers is such a good idea, how does it happen that farmers are not growing broilers now? The answer to that searching question lined up as follows:

3. What should be done?
  - a. Grow broilers.
  
4. Why are not folks growing broilers now?
  - a. No interest, information or skill.
  - b. No broilers.
  - c. No adequate local hatchery.
  - d. No adequate feed supply.
  - e. No dressing and grading station.
  - f. No capital.
  - g. No organized market for quality broilers.

Whether the answer to question three -- grow broilers -- was a practical answer depended on whether the seven major obstacles listed as answers to question four could be overcome.

To overcome those obstacles, the Furnells and the extension workers used almost every extension teaching method from "farm visits" to the food buyers of Memphis hotels to the use of newly developed broiler growers as community leaders among the neighbors who came in later.

When the first batch of frozen poultry was shipped to Memphis, it was news. It is still news as 3,000 locally grown Furnell Pride broilers go through the plant each day, some bound for as far away as New Orleans. There will be more news as the more recently started effort to grade and freeze Tupelo-grown berries gains momentum.

This same route can be used to put wheels under other programs and start them rolling.

1. What is the situation?
  - a. Poor health.
  
2. Why is it?
  - a. Poor diet.
  - b. Lack of doctors.
  - c. Lack of hospitals.
  - d. Failure to use facilities available.
  - e. Etc.
  
3. What should be?
  - a. Improved diets (for a starter).

4. Why don't they have better diets now?
  - a. Inadequate garden.
  - b. No cow, calf, pig or poultry.
  - c. Lack of interest, information and skills.

And, as a sub-head, figure out why they don't have an adequate garden or milk cow or pig or poultry? The obstacles to overcome build into a plan of work that mushrooms violently.

1. What is the situation?
  - a. Only 175 lbs. of butterfat per cow per year.
2. Why is it?
  - a. Poor breeding.
  - b. Poor feeding.
  - c. Disease and parasites.
  - d. Poor management, etc.
3. What should be?
  - a. Improved pastures (for a starter).
4. Why don't they have good pastures?
  - a. Lack of lime, phosphate, potash and nitrogen.
  - b. Lack of proper varieties of grass and forage.
  - c. Over-grazing.
  - d. Failure to rotate pastures.
  - e. Turning into the pastures too early in spring, etc.

Try those four questions on most any situation. The size of the job may overwhelm you as you see the obstacles build up under question four. The value is that knowing what you are up against, it is easier to decide just where to start, who must help you and what teaching methods to use. It is easier also because you know that your start is a useful one -- that it is a real step in the right direction.

### USING TEACHING MATERIALS IN EXTENSION WORK

By

J. Francis Cooper

Editor, Florida Agricultural Extension Service

Extension specialists already know much about most of the kinds of teaching materials that are available and use them to advantage. However, it is possible that not all of us are using regularly and completely all of the new tools for communication that are now available.

Enlightening and informing people is no small task in a world of expanding and complicated meanings. But we now have the advantages of numerous teaching aids and materials that were not available a few decades ago.

Extension teaching is very similar to but not exactly comparable to classroom teaching. People expose themselves to Extension only because they want to learn. If we can make things interesting enough and clear enough, they will learn.

The suggestions which follow are not original--they are well known in the field of education and have been expounded by many other people. It is hoped, however, that they will aid you in using teaching materials and in assisting agents to employ them.

### General Considerations

It has long been said that learning is the process of progressing from the known to the unknown. Teaching materials, therefore, should recall what we do know or have experienced and relate it to what we do not know or have not experienced. Our teaching materials must allow for the ability of the observer to generalize from what we present.

Teaching materials used should be planned in advance and should fit the situation. Quite often a number of specialists and county agents will be involved in a teaching program and will need to get together to map out their campaign. For example, in a home garden promotion program, the gardening specialist, the entomologist, the editor, the nutritionist, the plant pathologist and the county and home demonstration agents may be among those involved. All-out campaigns, employing a number of different materials and approaches, usually accomplish more than sporadic, hit-or-miss methods. "Shoot and run" is not as good as "shoot with every barrel of every gun you have and keep shooting."

Studies have shown the part played by a variety of methods--reaching people a number of times in a number of different ways. Out of every 10 families changing to Extension-advocated practices, exposure to 1 method caused 4 to change; to 3 methods caused 6 to change; to 5 methods caused 9 to change; and to 9 methods caused practically 10 to change.

To do an effective teaching job we must have clear answers to the following questions:

1. What is the situation?

The background of our teaching program, and the important facts leading us to decide on a specific program.

2. What do we want to teach?

Our goal should be clear in our minds.

3. Whom do we want to reach?

What are their needs, interests, etc.? How far have they gone in school? What do they know about the information to be taught?

4. What do we want them to do?



To adopt the proper knowledge, skill or attitude.

5. How are we going to "get under their skins"?

What motivation or appeal are we going to use? How can we interest them and get them to want to do what we are trying to get done?

6. How are we going about it?

What teaching materials will we use, and how will we distribute them or use them?

The answer to this one grows out of our answer to the first 5 questions, plus consideration of the following points:

- a. What teaching materials we have and what facilities do we have for developing and using teaching materials?
- b. How much money can we spend?

#### Teaching Materials

The spoken word is the oldest teaching method and the one most widely used even yet. Talks to individuals or groups do not involve many materials and will not be discussed here. When it comes to extending our voices, and thus carrying out the concept of Extension, the radio is our most potent method.

Neither specialists, county agents nor even workshop speakers should be so in love with their own voices, however, that they can be accused of "living in textbooks wired for sound".

Other than the spoken word, most Extension teaching is done through visual aids of one kind or another. The value of visual aids depends on their degree of reality--on how a thing seems to those who see it. Be sure that the visual material used has an air of reality to the observer. Otherwise, it may confuse him or give him wrong impressions.

Their value depends also on the nature and extent of the observer's previous experience--his ability to learn, to progress from the known to the unknown. We must allow for the ability of the observer to generalize from what we present. We seldom use the same materials for adults and 4-H Club members.

The value of visual aids depends also on the purpose you have in mind in the particular situation at hand. Certain aids will do a more complete job than others, and you will select the one or ones which bear most directly on the problem at hand and how you propose to solve it.

You know the visual aids, but we'll list them under 5 general headings just to get our thinking organized. They include; (1) Tours or field trips; (2) exhibits, models, specimens, mock-ups and the like; (3) pictures in various forms; (4) typed and printed materials--circular letters, news stories, publications; and (5) graphic aids--charts, posters, maps, graphs.

(Here point out an exhibit of materials used in the home garden campaign.)

## Radio

This is not a talk on methods, and so we will simply say that radio is a means of communication that no up-to-date Extension worker--specialist or agent--will neglect. The specialists often can assist agents materially and at the same time spread their own work by appearing on radio programs when they are in the counties.

## Tours or Field Trips

A tour or field trip is somewhat unusual in the classification of visual aids, since it does not represent a piece of material or a thing which we can manipulate, demonstrate or show. And yet it can be used to show a demonstration in actual practice and in its natural setting. Some say that no other teaching technique is so valuable. You are working with rural people, and farms and homes may well be your laboratory. The tour is highly real, is closely related to the experiences of the observers, embodies our purposes, and presents wide opportunity for generalizing--for both the slow and the quick to learn.

Materials used on field trips may include sound wagon, mimeographed descriptions of things to be visited, check sheets to enable the observers to participate.

## Model

When we cannot go to the farm or home, the next best thing is to bring the farm or home to us. And when we bring it, we want it to look as much as possible like a farm or home. Models, specimens, mock-ups and other exhibits are perhaps the best substitute for the tour.

They are very real. We can see and handle them.

If our reconstructions are clear, we can keep them within the range of experiences of the observers.

The purpose for which they are built or collected should be abundantly clear.

They give each individual opportunities for generalization and exploration.

However, they are a little less clear than the genuine article, they need some more interpretation, and they require more critical thinking and generalization by observers.

1. Observers should be able to handle and use the materials, or should be divided into groups before which someone does handle and explain.
2. Encourage observation by a check sheet or questions. Make explanations clear and give ample opportunity for observers to ask questions.
3. Strive for a high degree of realism. Use actual materials where possible, or substitutes that will be readily recognized.
4. Make things work. Activity attracts attention.

## Pictures

But the time comes when we can't go to the farm or bring the farm to us, and we haven't the time, materials or skill to build models. So we turn to pictures. Pictures are easily made, easy to store and classify, and give flexibility in use. People like pictures.

1. Pictures present contrasts, invite attention, and develop meaning.
2. Pictures show comparisons.
3. Pictures can demonstrate a process or show continuity.

In selecting or making pictures, we should concentrate on simplicity, clarity of detail, and, above all, the purpose for which they are made.

Filmstrips, slides and the like are simply devices for flashing pictures on the screen so that larger groups may see them or small groups may see them more clearly.

Most likely you have your own well founded opinion about the relative merits of still versus motion pictures. I believe that the very best picture for teaching purposes is the color slide. But motion pictures, filmstrips and others have their merits and should be used.

## The Typed and Printed Word

While not usually classified as visual aids, typewritten and duplicated letters and printed materials of all kinds are meant to be read, and so I include them in this list of visuals. In addition to circular letters, the group includes news stories and articles, publications--leaflets, circulars, bulletins, books--, advertisements, posters and the like.

Time does not permit giving a course in publications, and I will simply say that effective letters or publications are brief, simple, clear, well illustrated, arouse the interest of the reader and stimulate him to action. Instruction sheets on most of these materials are available, if you are especially interested.

The circular letter and the news story, in addition to the radio, may be used to announce a meeting and encourage attendance. The bulletin or leaflet may be given out following the talk or the demonstration or the picture, to enable the observer to have something to carry home with him besides what he is able to keep in his head.

## Graphic Aids

Charts, posters, maps and graphs are highly useful items--easy to make, inexpensive, and effective. They can demonstrate contrasts, comparisons and continuity. But usually they are abstract and not very real; their abstract qualities make them least useful for observers not readily able to generalize. In making them we must keep our purpose in mind and be very sure the symbols we use are consistent with the experience of our observers.

Here are a few elementary principles of design for graphic aids that may be

useful:

1. Strive for simplicity. Work on one idea at a time.
2. Use readily understood symbols.
3. Gain emphasis through sharp contrasts in line, masses, color or symbols.
4. Avoid cluttering them with details.
5. Make the chart big enough to be seen--or photograph and project it.

#### Summary

Teaching materials in great abundance are available for Extension workers to use. They include radio talks, tours, exhibits and the like, pictures in various forms, the typed and printed word, and graphic aids, in addition to the blackboard.

More than one of these materials will be used on most teaching jobs, which should be well planned in advance and which likely will include more than one specialist or agent.

In planning an Extension teaching job we need to figure out just what we are trying to do, and then the materials or tools will suggest themselves. Of course, we should be familiar with the different tools and the advantages and limitations of each.

By keeping in mind what we are trying to do, we can make the different materials selected work together to do a job. For example, we might be promoting home gardens. We will use bulletins, leaflets, and printed materials on gardening. We may have a filmstrip or a motion picture which shows gardening as it should be done and the rewards from gardening. We can combine the strip or the movie with a talk on gardening to make the meeting more interesting and effective. We can use a circular letter, a news story and radio announcements to get people to come to our meeting. We can use these same media to carry information to people who did not come to the meeting. And we can use advertisements to stimulate more interest in the subject.

HOW TO USE TRAINING AIDS--U. S. Navy Manual: NAVPERS 12,500, is said to be available from Superintendent of Documents, Government Printing Office, Washington 25, D. C., 20¢.

The Navy Training Film MN-3731, FILM TACTICS, is said to be good.

The book, PREPARATION AND USE OF VISUAL AIDS, by Kenneth B. Haas and Harry Q. Packer, (Prentice-Hall, Inc., New York), is a fine treatise on the subject.

#### LEADING A DISCUSSION

By

K. F. Warner

Extension Meat Specialist, U. S. Department of Agriculture

There are three ways, it is said, to do everything, your way, my way, and the

right way. Like most sayings, that oversimplifies the matter, but it is a workable basis for most discussions. The discussion job is to blend your facts and ideas with mine until we arrive at a better conclusion than either of us might have reached alone.

Most of our extension teaching uses the discussion method. Farm and home visits, office calls, general meetings, even method demonstrations usually end in questions and answers.

Some of the above might be called interviews. Perhaps "group interviews" could be used as one definition for a discussion. We will use that definition anyway until some discussion session creates a better one.

Most extension workers are better talkers than we are discussion leaders. We can pour it on. We can repeat the facts we have learned and reword our prejudices. But when it comes to drawing out the other fellow we are often lame. This lameness is a fault too because the considered opinion of a group often carries more weight than ours alone.

The first requirement of a profitable discussion is a suitable topic. Suppose you were invited to a discussion of the subject "Did Wm. Shakespeare write his own plays?" Would you come? Probably not, for the excellent reason that you were not interested. If you did come the chances are that you would have little information to contribute.

"Did Wm. Shakespear write his own plays" has been the basis of many excellent discussions in the literary world, but for the most of our extension meetings it violates both of the basic requirements of a suitable topic. Our group would have little interest in it and be unable to contribute much to it.

Using that "interest and contribution" yardstick, how about the following topics for rural groups: "Shall I can or freeze?" "Shall we have compulsory calfhood vaccination for Bangs?" "Shall we organize a one variety cotton community?"

Today, extension workers are asked to keep the counties informed on world affairs. Important as those facts are to all rural people, they still seem rather far away to most of us. Careful phrasing of the topic for your meeting may make the interest and attendance larger. Do not advertise "Shall the United States Feed Europe in 1948?" but "Shall I Expand My Livestock Operations in 1948?" Do not call me in to decide "Are World Wide Tariffs Desirable?" but attract me with "Shall I Plant More or Less Cotton or Wheat This Year?"

Questions such as "How much is that neighboring forty worth?" or "Should I put \$2,000 into remodeling my house this year?" deal with personal needs and wants. Their answers are linked to all the world-wide factors that you feel it wise to include.

The first requirement of a good discussion then is to select and phrase a subject in which people are interested and on which they can contribute.

The second step is: To Get the Facts.

To get the facts, ask questions. Questions are the chief tool of the successful discussion leader. When you ask a man a question, he has to talk. If he can answer your question, he likes to talk. If his answer contributes, you have made progress. It all depends on your ability as a question asker.

Suppose your group is considering the desirability of a consolidated high school in your community. Suppose you begin the discussion by asking "Mr. Smith, what do you think about our building a consolidated school?" It was because Mr. Smith wanted an answer to that question that he came. You have asked him to commit himself before all his neighbors before he has had a chance to decide. Mr. Smith must either mumble vaguely or jump at a conclusion that he may regret. There are other dangers, too, if Mr. Smith is militantly pro or con, but the chief trouble with that kind of a question is that you embarrassed Mr. Smith and tied the tongues of most of the others. The first series of questions in a discussion session must be to get the facts.

"Mr. Smith, how many children attend your local high school? How far do they come? When do they leave home in the morning? What courses are given in your school? What jobs do the children take up after graduation?" Etc. Etc.

When you ask a man questions that he can answer he likes to talk and will often volunteer ideas and facts you would not have thought of. The effect on the Joneses and Browns, both Mr. and Mrs., is equally good.

Step three in leading a discussion is to consider the facts. "Compare the travel time for the children to separate or to a consolidated high school." "Outline the courses of study that would be available under each set up." "Total the costs." "Review the uses that could be made of present local schools and equipment."

When the facts have been fully considered, it is time to summarize them. "Compare the advantages and disadvantages of the community or consolidated school as to cost; upkeep; transportation; training in relation to needs of children, community organization; and so on."

Step four. Summarize the facts.

Step five is Decide. Some discussions should not include a decision. Often-times it is better to let each member of the group consider further or decide individually. Where community action is needed, the leader or, better still, the group must discuss the desirability of an immediate decision. Deciding whether to decide is important.

Every discussion group contains its problem people. There are those who won't talk or who talk too much. There are the stubborn hecklers, the ramblers, the side conversationists, the sleepers. Discussion groups often discipline their own. For the leader, questions and special jobs are his most effective tools. The leader tries always to protect individuals from ridicule and embarrassment, to develop confidence in the timid and consideration in the bold. It is the leader's job to ask good questions but he tries not to talk too much, tries not to expert. He hopes that his group will feel that he, the leader, has been an interested audience. That type of leader has often succeeded in combining your way and my way into the right way.

How We Decide What To Do - Program Development

By

Charles A. Sheffield, Field Agent, Southern States, U.S.D.A

I Introduction

A. The Importance of Program Development in States and Counties

A dynamic, forward-moving and vital farm and home program is needed in each state and county.

The Extension Service must make its program so vital that farm families and the public will support it.

B. How Do We Get Such A Program - We Must Know What People Want - It Involves Techniques

- (1) The program must be planned to feed all the people.
- (2) The program must provide for the improvement of the economic, social and spiritual well being of rural families.
- (3) The program must provide for the improvement of farm income thru the application of science and mechanization.
- (4) Improvement of the health of rural people thru better nutrition and more adequate health facilities and service.
- (5) Improvement of family living thru better housing, REA and more adequate labor-saving equipment.
- (6) Improvement of educational and recreational facilities for the home and the community.
- (7) Development of a better understanding of a more effective participation in community, State, National and international affairs to the end that constructive national program and policies may be determined.

C. How We Decide What To Do In Program Development:

Before deciding what to do in program development we must understand clearly the processes involved in organizing and administering all phases of extension work:

- (1) State-wide policies of the Extension Service should be defined, distributed, and understood by all extension workers.
- (2) A State extension organization chart should be made and placed in the hands of all workers. All extension workers need to know their relationship to one another.
- (3) All counties, communities, and neighborhoods must be properly delineated so as to supply the bases through which all extension teaching can be projected to rural people.
- (4) Good county and State personnel, who are well trained and interested in doing extension work as a profession, must be helped to do an effective job.
- (5) Adequate offices, office organization, equipment and clerical help is essential.
- (6) All leadership needed for developing and executing programs must be obtained and trained.
- (7) Adequate advisory committees both at the county, community, and

- neighborhood levels are necessary to develop farm and home programs.
- (8) That program development procedures are made to insure good farm and home programs. That there be only one unified program for each county.
  - (9) Likewise, good plans of work are made annually based on the needs of all rural farm families to be served.
  - (10) Programs, plans and reports must be analyzed and evaluated at intervals as a basis for future improvement.
  - (11) Specialists should have annual plans of work and not programs for States and counties.

## II Program Planning

- A. Program planning defined in its broadest sense is the process of determining, developing, executing, and evaluating a program.
- B. The objective of program planning is to assist extension workers in developing plans, procedures, materials, and techniques in an effort to make their work more effective and in correlating their activities in a county, district, and State extension program.
- C. A program -- a plan of action. Extension program is a written plan of action for extension workers in working effectively with rural people.

Program development, then, is approached from the standpoint of problems of rural people. It is designed to: (1) Identify problems of rural people. (2) To give direction or redirection to programs of rural welfare. (3) Provide a basis for the coordination of activities. (4) Stimulates support for, and democratic action, in, planning and carrying out programs.

### A Long-Time Farm and Home Program

- A. A written statement prepared by rural people, with the assistance of the Cooperative Extension Service. This program would include:
  - (1) The situation -- local, State, National and international.
  - (2) The problems brought out in the situation.
  - (3) The objectives in terms which state the desires of rural and urban people.
  - (4) The solutions to the problem which will make it possible to reach the objectives.

### Program Methods

- A. Problem approach.
- B. Commodity or project approach.
- C. Community approach.

### Annual Plan of Work

- A. A statement of the activities to be undertaken in a given year by the Extension Service to assist in attaining these objectives.



B. How do plans and programs differ?

### III Organizing For Program Development

Where does the organization process of program development begin?

- (a) State office? (b) County office?

Process involved in doing a complete job.

#### A. Organization

Set up a State Land-Grant College Committee (College, Experiment Station, and Extension representatives, and farmers and farm women from each type-of-farming area in the State), whose functions are:

- (1) Develop inventory procedures.
- (2) Develop program procedures. Plans and specifications.
- (3) Review and help get county long-time program balanced, data accurate and ready for printing.
- (4) Develop a State long-time agricultural program.

B. Delineate communities and neighborhoods in all counties

C. Set up leadership

D. Train agents - staff and leadership

E. Make a factual survey of each farm and home in each neighborhood to cover:

- (1) What are the physical resources in each neighborhood? How much land is available for crop production, for forests, for pasture, for placing veterans who are determined to farm?
- (2) What has happened to the community income?
- (3) Where are the young people? What can they do?
- (4) Possibilities for rural industries.
- (5) Farm mechanization for the neighborhood or community.
- (6) Housing program needed.
- (7) Health and nutrition needs.
- (8) Availability of markets.
- (9) Kind of cash crop program for community.
- (10) Utilizing idle land.
- (11) Size of farms.
- (12) Outside income.
- (13) Neighborhood and community improvements needed, as social and recreational improvements.
- (14) What farm and home practices are needed?
- (15) What conservation materials are needed on each farm?
- (16) A program for educational and recreational activities by communities.
- (17) Provide for discussion on national and international situations and policies.

- F. Analyze the facts and get the apparent problem before the families
- (1) Problems individuals can solve themselves.
  - (2) Problems neighborhoods can solve themselves.
  - (3) Problems communities can solve themselves.
  - (4) Problems counties can solve themselves.
  - (5) Problems requiring aid from State sources.
  - (6) Problems requiring aid from Federal sources.
- G. Develop with assistance from farm people a long-time agricultural home economics, and 4-H Club program
- H. Secure and train leadership
- (1) Neighborhood leaders
  - (2) Subject-matter leaders
- I. Develop an over-all plan of work for each neighborhood and community
- J. All county extension agents get together, agree, and assume definite responsibilities for all work to be undertaken by the Extension Service in the ensuing year.
- IV How Do We Correlate The Work Of Subject Matter Specialists In The Execution Of Programs And Plans?
- V Cooperation And Assistance From Other State And Governmental Agencies In Program Development And Program Execution.

#### RELATIONSHIPS OF SPECIALISTS IN COOPERATIVE EXTENSION WORK

By  
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The working relationships of extension subject matter specialists may be conveniently discussed under two headings, namely, relationships within the organization, and those with farm people. The county extension agents are at the contact line. They are our public contact agents. Our relationships within the organization are to prepare the subject matter of cooperative extension work for public use. Our relationships with farm people are not only to assist the agents in disseminating the subject matter effectively, but also to determine by working with farmers the subject matter needs and the most effective methods and media to encourage utilization of improved practices in farming and rural living.

#### Relationships within the Organization

Working relationships of specialists within cooperative agricultural extension work are determined: (1) by legislation; (2) by administrative action; and (3) by the specialists' plans. We must understand these three factors to be in-

telligently cooperative in our working relationships. Let us therefore examine them, beginning with the Smith-Lever Act.

### Legislation.

The Smith-Lever Act provides -

For cooperative instruction in agriculture and home economics.

By the U. S. Department of Agriculture and Land-Grant Colleges.

For persons not attending or resident in said colleges.

With Federal funds off-set by funds from State appropriation or by State, county, college, local authority, or individual contributions.

An annual report to be made to the Governor, of the work in each State, an annual report to be made by the Secretary of Agriculture to Congress, of the receipts, expenditures, and results of the cooperative agricultural extension work in all States, and a certification by the Secretary of Agriculture to the Secretary of the Treasury of the share of the Federal appropriation for each State.

Subsequent Acts of Congress have extended the benefits to territories, authorized increases of appropriations, specified the percentage of funds allocated to county work, and emphasized certain fields of activity and subject matter.

### Administrative Action.

The Memorandum of Understanding of May 8, 1914, outlined the organizational policies for conducting this work cooperatively by the U. S. Department of Agriculture and the Land-Grant Colleges, State by State. Full information on Federal Legislation, Regulations, and Rulings Affecting Cooperative Extension Work in Agriculture and Home Economics, is published in USDA Misc. Pub. No. 285.

Subject matter project agreements, annual plans of work, and annual reports are important instruments for maintaining this mutual agreement between the Federal and State directors of cooperative extension work. In the subject-matter project agreements, State and Federal directors jointly place responsibility upon specialists to serve the general cooperative agricultural and home economics extension program of each State.

The general State Program of Cooperative Extension Work is, of course developed administratively, but whatever the pattern, it requires broad understanding and cooperation from the specialists who contribute the subject matter, and progressively aid in improving the methods and media. Cooperative extension work requires team work. As tasks are assigned by directors for committee or other work, and the seasons roll around, each specialist brings to bear on the united front his or her talents of leadership and cooperative effort.

The coordination of regional and nation-wide cooperative extension effort is

in the level of administrative relationships, but here also the specialists do the subject matter extension work involved, which usually requires mutual interstate understanding and cooperation. State boundaries are also county boundaries and more than a third of the counties of the United States are located adjoining a county in another State. Radio, the news press, and magazines are not limited by county and State lines. Subject matter specialists in all States, therefore, continually harmonize their agricultural and home economics information and recommendations for the mutual advantage of neighboring States.

County cooperative extension work is the extended educational service of the State College and the U. S. Department of Agriculture, established to bring the college to farm people. Hence, specialists (1) adapt their subject matter instruction to the problems and understanding of the farm people in all appropriate age ranges from 4-H Club workers to adults, and (2) aid the agents in making this educational service available continually through the county agents and local leaders. The breadth of organization of county extension work should be recognized, encouraged, and upheld as a vital local service of the college and the U. S. D. A. cooperating. Specialists can aid county workers greatly in maintaining good working relationships with field workers of other public and private organizations as well as the local leaders concerned with their subject matter work.

#### Specialists' Plans and Work

An annual plan of work and the subsequent annual report are features of each subject matter project. Each specialist, in preparing his annual plan of work, has opportunity to initiate the selection and use of the most appropriate subject matter for his project from the U. S. Department of Agriculture, the State Experiment Stations, related science and technology, the experience of farmers and industry, and from other reliable sources. If his proposed plan is mutually agreed upon by his State director and the Federal director, he has established the foundation of the relationships for Federal and State cooperative extension work.

Obviously, good plans are based on successful field experience in extension work and on grass-roots acquaintance with farm people and their problems. The specialist is planning ahead continually as he contacts, confers, and works. The annual plan is the crystallization of his concept of his work. It presents his plan for making his subject matter and services valuable to farm people in the Federal and State cooperative program. Annual plans and reports are also the factual basis for justifying appropriations for the general work as well as for approval of allocations for the specific project. Also, copies of good annual plans of work have been found very helpful to new State specialists and are therefore continually requested from the Federal office by State extension directors.

The role of the subject matter specialist in his relationships within the organization of cooperative extension work in agriculture and home economics, contributes to coordinating the educational resources of a Nation to serve farm people on their farms. His is a staff rather than a line relationship. More specifically, it is a subjectival or functional relationship which extends parallel with line relationships, like the medical, signal, and engineering corps of the Army which have coordinate work at all levels side by side with the line command from headquarters to field command. This comparison is of course limited to the functional relationship, as cooperative extension work, unlike the Army, is almost as demo-

cratic in its internal working relationships as it is in its origin, purpose and program. In fact, it is as democratic as efficiency in administration can warrant.

Cooperation is the basic technique of extension work, not limited to its meaning in the Cooperative Extension Act. Successful use of this technique is responsible for the democratic reputation of extension work. Cooperation by each extension worker is essential to the integration and operation of the extension program. Cooperation extends from the director throughout the organization to the local leaders, demonstrators and 4-H's and back again. It is not just a line of cooperation. It is a chain fabric linking together all members of the educational force. When two or more individuals who should be working together lessen or lose their hold on each other there is a weak place or a hole in the fabric of cooperative strength.

We recognize, however, that the administration and organizational management of extension work is determined by job assignments in which each worker should understand his scope of responsibility and corresponding sphere of authority. The specialists' work pertains to subject matter, the supervisors' to operations. Both are concerned with the program. The specialists' jobs are specific in area, including some assignments to programming. The supervisors are specialized in extension operations but, like the county workers, are generalists in subject matter. Frequently, to meet urgent needs, the director may shift some of his delegated authority from one worker to another. A specialist aiding in extension operations should have a sense of cooperating with supervisors. A supervisor reinforcing a specialized program with operational emphasis should have a sense of cooperating with the specialists.

Cooperation is working together. Cooperation can be complete within itself or exchangeable for other cooperation. It is also readily available for credit, and you know that meaning of credit. Cooperation demanded may be given grudgingly or denied, but when inspired by mutual interests costs the least and accomplishes the most of all extension techniques.

### Working Relationships of Specialists with Farm People

Educational Responsibility.-- In treating of relationships with farm people, specialists deal directly with their educational responsibility of bringing about changes in human behavior. It is reassuring to know that cooperative extension work exists because of the demand by farm people. Hence, the changes are desired by farm people and usually are earnestly sought. Changes in human behavior may be classified, according to Dr. Paul J. Kruse, in three categories: Changes in things felt, - attitudes; Changes in things known, - knowledges; and changes in things done, - skills.

Motivating People.-- Motivating people to bring about desirable changes in human behavior is a primary requirement in successful extension work. In our approach to motivation we may well make use of sales experience. The three S's of sales motivation are said to be Simplicity, Sincerity, and Self-interest. Successful extension workers, however, use four S's of motivation. They are Simplicity, Sincerity, Self-interest, and Self-expression.

Simplicity requires that subject matter be adapted for the direct use of the extension agents in dealing with the various ranges of experience and interest of farm people. It is a specialist's first obligation to observe and evaluate the specific, immediate needs of farm people for his or her subject matter, and then to simplify the media and methods to enable the agents to use them effectively among farm people in the absence of the specialist. It is our mutual experience as specialists that utilization is proportional to the ease with which our recommendations can be transmitted by agents and understood and used by farm people. To check on our services, let us each ask a test question, "Is my subject-matter service reaching farm people in a form appealing to them and ready for use by farmers or homemakers and youth, or am I trying to teach extension workers and farm people to become specialists in my line?"

Sincerity is the second motivation requirement. Many would put it first. It assures the quality of our subject matter, whereas simplicity is aimed at quantity acceptance. Sincerity inspires confidence. For subject-matter specialists in extension work it is an old acquaintance, for we recommend only "proven practices." By doing so we safeguard the interests of farm people, and enhance the prestige of agents, and the reputation of the science service we represent.

Self-interest is the third sales motivation factor. Self-interest is common sense. Our subject matter has very practical value for economic and social benefit to farm people and others who can profit from its use. Interpret the benefits of recommended practices in terms that appeal to farm people, and a minimum of sales effort will be required of county extension workers.

Self-expression, our fourth factor, is an extrovert characteristic of extension workers. The extrovert part of our natures likes to share knowledge and accomplishments with others. The beginnings of agricultural science in this country were fostered and spread by persons in a position to share. Washington and Jefferson were prominent among such farmers. As specialists, you can easily cite other pioneers in the application of science and technology to agriculture. Extension work requires skillful self-expression, not only by specialists but even more so by agents and farm people. The specialist who can enable agents and farmers to make ready local use of his knowledge and skill need not worry about their attitudes toward his subject matter. He or she will not lack for extension exponents of the work, or for local leaders to demonstrate and extol its merits.

Correlation.-- Nowever, no phase of our subject matter stands alone. It is part of the farming and living patterns of large groups of farm people requesting advice from county extension workers. The answers have to be adapted to these patterns by the State and Federal workers who are in a position to coordinate the application of related subject matter. The seven steps for cotton farming coordinate subject-matter recommendations for thousands of farms through the regular State and county farm and home planning work. To what extent should similar extra-tough farming problems be tackled at the National, regional, and State levels and followed through to aid the county extension workers and to facilitate the use of balanced farming practices?

Evaluation.-- Finally, there is need in our relationships for testing the adaptation of our services to county extension work, and to farm and home use. Such evaluation work has been done frequently by specialists, usually in cooperation with

other State and Federal workers. The Division of Field Studies and Training cooperates continually in evaluation studies comparing the effectiveness of various methods and media. Such objective appraisals are needed now more than ever before to see that our services are adapted to the needs of the many new county extension workers dealing with new and changing farm situations. It seems especially timely to suggest that such studies accompany the developments of new extension work in the pilot stage, perhaps limited in application to progress in pilot counties.

For new approaches we should be able to recommend to agents "Proven extension methods and media," as well as "Proven practices in agriculture and home economics." Research and manufacturing use "Proving grounds." Extension specialists also need proving grounds to develop and test simplification and coordination techniques to serve county workers more advantageously.

#### For Better Extension Work

"There is always a better, faster, safer way to do a job," is the challenging inscription over a farm efficiency exhibit I saw in a farm progress caravan. If this is true for a farm job, how about an extension job? And for our immediate consideration, the job of a specialist? Let us examine the challenge, "There is always a better, faster, safer way to do a job." Better? Yes. That is what this workshop is to develop. Faster? Yes. Research workers have asked us, "How can we, together, speed up the lag of sometimes years between laboratory release of research results and widespread extension work with resulting farming practice?" Safer? Well, not physically, but with due consideration for the business risks of the farmer, the reputation of extension work, and the validity of the science we transmit.

This workshop will help us to analyze our jobs and define our organizational relationships, but when we return to our jobs we will live our relationships. The only ideas that will work for us are the ideas we put to work. Let these be ideas that agents and farm people will also put to work and we will be demonstrating good relationships as well as good subject matter.

#### REQUIREMENTS OF A METHOD DEMONSTRATION

By

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When putting on a demonstration did you ever feel that you were working uphill? You'd say to yourself, "Dead crowd up front tonight. Most unresponsive group I ever saw. If they weren't interested why did they come?" But the trouble is generally with the demonstrator. His performance is not up to standard.

To develop an effective demonstration, or rejuvenate one that has gone sour, the same general pattern is followed. The first step is:

- (1) Get the Crowd Interested.

To interest people one has to know something about them and their situation. The big question is not what do I want to teach them, but what do they want that I can give? Oftentimes it is necessary to figure through and explain the application of your demonstration to local needs. When canned food is spoiling or the pigs are sick, interest is automatic, but the relation of a garden to health and economy, or of terraces to security and profit is less obvious. So the first task is to show the unmistakable connection between your demonstrated method and what folks want.

Second, write a clear job breakdown. A job breakdown is like a set of lecture notes. It is not a complete description of the job but a brief outline of the steps, or what you do and the key points, or how you do it.

Job breakdowns sound school teacherish and they are. But they are essential to a clear presentation. You all make job breakdowns and use them. But writing them out beforehand forces you to make a better and clearer one than you can make in your head.

A job breakdown forces you to decide which of several methods to use. Most jobs can be done in more than one way. You, the demonstrator, must decide which one to use. Alternate methods only confuse the learner.

In writing a breakdown you list the steps in proper order. This makes your demonstration easier to follow. There is less of "Oh, I forgot. We should have done this first."

As you write the steps and key points you will find yourself hunting for the clearest, most descriptive word. You will be less apt to say "Screw up the lugs on the pressure canner like this." You will be less apt to say "Screw up the lugs on the pressure canner tight." You will be more apt to say "Screw up the lugs on the pressure canner as tight as you can with your fingers."

You will also run into some technical or new words that you decide must be used. When you do you will probably take time out to phrase the clearest definition or explanation of such things as "amino acids," or "transformer," or "coccidiosis."

Part of your job breakdown will write out easily. Then you will come to a step so full of "do this and do that" that it seems impossible to write it. In my own field, the breakdown of cutting up a side of pork contained that problem. Breaking the side was easy to write. Step 1, cut off the head. Key point 1, behind the ear, and so on. But trimming was so full of twists and turns and look out for this and be sure to do that that I bogged down.

Finally it dawned that trimming had to be taught by participation, that I could not teach it in a demonstration. I can teach smooth trimming in a demonstration and the long sweeps of the knife that produce a smooth trim. But to try to teach the fine points of trimming to a group of spectators confuses them and wastes their time and mine.

All of which is to say that writing a job breakdown often uncovers some steps that are unteachable by a demonstration. When you run into those you have to hunt for some way to simplify them or to use participation later.



So we have heading number two.

(2) Write a Clear Job Breakdown.

- (a) It forces you to decide which method to use.
- (b) It forces you to list steps in proper order.
- (c) It forces you to hunt for the clearest, most descriptive words.
- (d) It uncovers the complicated parts that must be taught by participation.

(3) Are All Materials and Tools Available Locally?

Of what value to sell me on contour plowing if I have no way to run the contours; or to reinforce my annual resolve to treat my seed for disease if no treating material is available in my local stores? Checking at the local hardware, implement, drug, clothing, and food stores is often the difference between a useful and just an entertaining demonstration.

(4) Be Sure Your Demonstration Equipment is in Good Working Order.

A broken can sealer, a plugged spray gun, a dull knife, or a balky tractor has spoiled many a good teaching opportunity. Our farm friends will forgive us much but they appreciate the flattery of thorough preparation.

(5) Have a Clear Place to Work.

Clear, blank space is the most effective frame for the job you have to teach. Cluttered work space clutters up the mind as well as the line of vision.

(6) Have a Rehearsed Expertness.

Get all your equipment together; memorize your job breakdown; and put on your show before some critical friend. Speak your piece in detail from interest getting introduction to final summary. Tell your funny stories, describe your illustrations, do the job completely, and then organize, reorganize and polish.

You would not want to sail in a ship that had not survived a shakedown cruise. Don't ask your farm friends to listen to you until you are experienced enough to present your information creditably.

We extension folks were hired to do a professional teaching job. You can amaze or entertain me with some special skill, but it takes planning and practice to do expert teaching.

A rehearsed expertness has one danger. If we learn our lines well it is easy to become too glib. Our demonstration then becomes automatic, routine, and sour. The answer to that is to remember the first heading in our outline "Get them interested." Sizing up each local situation and adjusting and adapting the presentation to local needs and personalities freshens your own interest in your demonstration. That will be enough to win the interest of your audience.

If you should think that these suggestions for the preparation of a method demonstration contain too much detail, remember the saying "Trifles make perfection, but perfection is no trifle."

HOW EFFECTIVE ARE WE - EVALUATION

By  
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Before we attempt to discuss evaluation, we need to define what we mean by the terms. In a very broad sense the words evaluation and measurement can be used interchangeably.

The word "Evaluation" comes originally from the latin word "valere" -- To be strong. The word "valiant" comes from the same source. The original idea was to determine the value or the strength, or the worth of something. If you evaluate strength, you of course, also evaluate weakness which is strength in an inadequate degree. We pass judgment on "how strong, how weak," or on "how good, how poor."

We evaluate every day of our lives. We say that the last field trip to the State was a good one, or the nutrition meeting was poor, or the poultry project was successful. When we evaluate we deal primarily with quality. Should we wish to evaluate an activity such as this workshop next week we then would attempt to ascertain its worth. Did it accomplish that which we wanted it to accomplish? We need to set forth on paper the objectives as given us by Mr. Clayton and score each objective. What good came of it? Was the degree of good results up to our expectations?

In evaluating we use qualitative standards - we use such terms as "good," "fair," "poor," "adequate," "partial," "slight," according to certain definite objectives or criteria previously set up.

In evaluation we take into account objectives of what we are trying to do. Results can be determined only when we evaluate in terms of specific objectives or criteria, or in terms of what we think something should be. We have many examples of how subject matter specialists have evaluated phases of extension work. (examples--"criteria for judging program planning procedure" and "score card for method demonstration meeting.")

Measurement, in contrast with evaluation deals primarily with quantity. It is derived from the latin word "mensura" which in turn is derived from a root which means "to measure," in such senses as to deal out meal.

Measurement, then, deals primarily with quantities. It consists of the comparison of one thing with another in terms of certain predetermined units, as inches, minutes, pounds or in terms of extension -- numbers of people attending meetings or number of practices adopted or number of acres of potatoes planted. Needless to say measurement is simpler and easier than evaluation. It does not take into account objectives to the degree that evaluation does.

For example, the average number of different farms or homes visited in 1946 per county extension worker in the U. S. was about 250. In Florida the number

was about 257 per county extension worker. These averages become implied standards. We turn measurement into evaluation when we determine the adequacy of these visits in terms of the number of different farms or homes that should be visited.

Evaluation is a process of vital importance to the specialist. This is because the specialist deals with the teaching program. It is the specialist to whom we look for subject matter. A sound evaluation plan is included as one of the essential steps of every program or project.

Every teaching plan has four essential parts: (1) Teaching objectives arrived at by a careful analysis of local situations, needs and possibilities; (2) an intelligent plan of action including procedure in methods; (3) systematic and patient execution of the plan, and (4) definite provisions for determining and recording results.

The county extension workers depend on the state specialists and supervisors for help in order to obtain some device or way to evaluate their work. Since the farm families participate in program planning, participate in deciding upon their objectives and goals, participate in deciding upon solutions, they also are interested in evaluating what progress they are making. Therefore, the evaluation of a program should be planned by the rural people, the county workers and the specialist working together. But the device to be used as it involves a technical process should be worked out by the state specialist and county extension workers.

Extension as an adult educational agency from the very start of its existence has done some form of measurement and it has measured in terms of what people did in their homes and on their farms.

We have been doing this by means of statistical and narrative reports and through formal and informal extension studies. The annual statistical report gives us information on activities such as meetings, farm and home visits. These are satisfactory evidences of activities but are not evidence of changes in behavior. Our statistical reports give us number of improved practices adopted. Most of the statistical data, however, are in terms of what agents do to assist families and not in terms of what families do or do not do in terms of changes in behavior of people, except in the case of practices.

The narrative report provides a better vehicle for the description of activities and the enumeration of changes in attitudes. But the narrative report frequently has one serious defect as a vehicle of evaluation -- again the statement of objectives is omitted. Objectives, instead, are stated in the plan of work. It would be better if the plan of work and annual reports could be combined. The report would then give the objectives, and also the data on accomplishments both tangible and intangible so that the success in attaining these objectives may be readily evaluated.

Since 1923 a great number of studies have been made that get at influences of extension in the field of evaluation. Formal studies made by counties and by states either alone or in cooperation with the Division of Field Studies and Training include:

1. Studies of methods (effectiveness of one method in relation to other methods or in relation to subject-matter projects).
2. Studies of the effectiveness of extension programs in bringing about the adoption of practices.

More recently individuals have been interested in informal evaluation.

1. Studies made by specialists and agents in checking the effectiveness of certain projects -- such studies as have been developed in evaluation classes.

### Steps in Evaluation

1. Formulate objectives.
  - a. These should be set up at regular intervals, in most cases annually.
  - b. Objectives are likely to be set up at various levels and to be too numerous for practical treatment. They need to be made specific.
2. Clarify objectives.
3. Identify the types of evidence for which you will look.
4. Develop methods or techniques for obtaining the evidence. Some examples of devices are questionnaires, value scales, attitude scales, opinion polls, knowledge testing, interest checks, case histories.
5. Sampling.
6. Analysis and interpretation of data.
7. Use of data.

In conducting evaluation of any of our work we begin with three premises:

1. The extension service is an educational organization. Learning by rural individuals is expected to take place through the learning experiences provided by extension.
2. Learning to be of any value is expressed in changes in behavior, i.e., changes in attitudes, in knowledge, in skills.
3. The success of extension must be measured by the degree in which these educational objectives (or, in other words, these changes in behavior) are attained.

In conducting educational research, we are confronted by two problems:

1. The first problem is the clarification of our objectives. Broad and general objectives must be broken down into specific clear-cut working objectives, or specific farm and home practices. Evaluation must be in terms of specific outcomes. Clarification of objectives is a planning function, but frequently is not clearly done in planning the program.
2. Our second problem is to devise reliable, valid, simple and workable methods of collecting and recording evidence of changes in behavior.

We have been talking about evaluation. What can be gained -- or, perhaps more accurately, what do we hope to gain from it. I think we can list major objectives from an evaluation program:

1. Evaluation compels every one of us to be more clear as to our purposes.
2. It makes us look closely and critically at our objectives.
3. Any evaluation helps us to limit our objectives to what we can actually accomplish.

4. It makes us look at our program as a whole in terms of these objectives.
5. It makes us look at the strong and the weak spots in our program and guard ourselves against thinking all details are of equal importance or losing sight of big objectives in the welter of small but pressing details.
6. Evaluation helps us to determine where we are -- how far our plans have progressed.
7. The test of the value of any method of appraisal, is (1) the degree to which the appraisal gives results consistent with other evidences regarding behavior and (2) the extent to which in practice the device can be used.
8. Evaluation increases our own confidence in our program by eliminating uncertainties and increases the confidence of the rural people in us.
9. Properly used, evaluation keeps our attention on meeting the needs of the people.

#### EFFECTIVE METHODS IN EXTENSION EDUCATION

By

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To analyze effective methods in extension education it is necessary to present the finished products of education. The finished products which the schools turn out today must be entirely different in character from those which they turned out yesterday. The world of 1948 is not the same world as that which existed twenty years ago; neither is it the same world as that which existed ten years ago or even five years ago. It has changed--changed radically as well as rapidly--changed particularly since the fateful days when atomic bombs were dropped upon Hiroshima and Nagasaki. Consequently, the finished products which the schools place upon the markets of the world in 1948 must be prepared to meet the demands of the present and of the future rather than the demands of the past.

#### I

The finished products of extension education depend upon the raw materials out of which they are made. The acquirement of an education--any kind of education--is a process of individual development. "It is a leading-out process--a leading-out from old ways into new," from crude conceptions into refined, from un-tested generalizations into tested.

While the effectiveness of education is limited by the capacities of individual students, not every student will take advantage of the educational facilities offered him. While all people may be equal under the law and may have equal rights to share in the processes of democratic government, they are not all equal mentally and physically.

## II

The finished products of extension education are required to meet certain tests today just as the finished products of manufacturing enterprises are required to meet certain tests. What are these tests? To begin with, the tests may be regarded as specifications to which the public schools must conform in preparing their students for the kind of world into which they will go. When large corporations or the United States Government purchase raw materials or supplies, they lay down specifications with which the sellers thereof must comply. If the materials or supplies do not comply with the specifications they are rejected. The same procedures apply to the finished products of extension education.

## III

The tests to which the finished products of extension education--all forms of education--is required to conform in the present are concerned with what Malcolm S. MacLean has called "areas of human needs"--needs which all people have and which are the results of the civilization in which they are compelled to live. These tests may be reduced to five in number. First among these tests is the test of physical fitness. The bodies in which we dwell purely as chemical substances are of little educational, economic or military value.

In the present-day physical education a change in emphasis has appeared. We have evolved the notion that attitude of mind back of muscles is more important than muscles themselves. Muscles alone represent brute force, but muscles disciplined and utilized for higher purposes--utilized in time of war to achieve complete victory and in time of peace to achieve complete living--enable us to attain results of high order.

## IV

The second test to which the finished products of extension education in the present is required to conform is the test of vocational usefulness. The American educational system functions as a spiral--a spiral that whirls upward. As it whirls upward, it throws off students at certain levels. At the end of the elementary school, the high school, and the junior college, large numbers are thrown off. At the end of the senior college, the professional school and the graduate school, the remainder are thrown off. As these students are thrown off at each of these levels, they must possess vocational as well as general education. They must be prepared to earn a living as well as live a life; to make money as well as to spend money; to produce wealth as well as to consume wealth.

## V

The third test to which the finished products of extension education in the present is required to conform is the test of family adaptiveness. The family is the basic social unit of our American as well as other civilized ways of life. It is the first in origin and the most universal of all our social institutions; it is the foundation of our social order. The sum total of all families is the sum total of the city, state or nation. From the family in concentric circles have evolved all other forms of group life--schools, churches, communities, governments, political parties, philanthropic societies and other kinds of organizations created to

carry on almost an infinite number of activities.

But the family is changing. Divorce rates are high and are going higher. Divorces are made easy. States compete with each other for the divorce-seeking business. "The family," says sociologist Ballard, "no longer holds the center of the stage on which the drama of human life is played." Its functions have shifted. The factory has largely taken over its economic function, the school its educational function, the church its religious function, and commercial and other agencies its recreational function.

## VI

The fourth test to which the finished products of extension education in the present is required to conform is the test of intellectual effectiveness. In particular, we must be prepared to think clearly, to think through to the end of every question, whether that question be public or private. "Be able," commanded St. Paul, "to give a reason for the faith that is within you."

Too often our schools do not create even an atmosphere that is conducive to thinking. They allow things social and athletic to obscure and crowd out things intellectual.

## VII

The final test to which the finished products of extension education in the present is required to conform is the test of civic mindedness. Students are more than registrants in classes and courses of study; they are also evolving citizens. Since they are evolving citizens, they must be trained to live together in groups, in cities, in states, in nations--in one world.

The demand for government arises when social friction develops. Social friction develops when people cease to be pioneers and begin to unite in neighborhoods, to congregate in cities, to experience the pulls of local, state and national loyalties. The present requires more government than the past, and the future will require more government than the present.

The ship of state is a product of social necessity. Enlistment for service thereon requires thorough preparation in the field of social sciences. All of us, whether young or old, must know history--what has occurred in the past and how it affects the present and the future; sociology--the development, the forms, and the functions of human association; economics--the principles upon which wealth is produced, exchanged, and consumed; the science of government--what people have done and are doing to control their joint affairs and to dwell peacefully together under the law; and other divisions of knowledge which have to do with our community as well as our individual behavior.

## VIII

To improve the finished products of extension education effective educational methods are required. Teaching, like everything else, has changed. No longer can we teach in the same old ways.

1. While lecturing to people still has its place, particularly if the lecturer knows the tricks of the trade, it is not enough.
2. Demonstration is necessary. The best way to learn is by doing.
3. The use of visual aids has greatly increased--slides, pictures and movies.
4. Bulletins are indispensable in certain fields. The problem is to get people really to read them. Too often they are laid aside with the idea of reading them later, but those who follow this very frequently never get around to taking them up again.
5. Conferences are highly important--especially small conferences--where ample opportunity is provided for questions and answers.

### THE SPECIALIST: OPPORTUNITIES, RESPONSIBILITIES, PROBLEMS

By

Anna Mae Sikes

Nutritionist, Florida Agricultural Extension Service

A specialist is a member of the extension staff whose function is to represent the Extension Service as its leader in the field of his or her specialty. The specialist should keep all extension workers, State and county, current on subject-matter and teaching techniques. The specialist should serve as a connecting link between the college, experiment station and the county staff.

#### I. OPPORTUNITIES

To be a leader in his or her field of work.

##### 1. Pre-Service Training

Have certain qualifications prior to employment:

- a. Background of experience
- b. Technical training
- c. Personality characteristics

##### 2. In-Service Training

Keep well informed by:

- a. Contacts and interchange of ideas with county, State and Federal extension workers.
- b. Contacts with college and experiment station workers.
- c. Publications in their fields.
- d. Attending and participating in National, regional, and State meetings.
- e. Contacts with other authorities in his or her field, particularly through attendance and participation in



- related professional meetings.
- f. Studying results of demonstrations.
- g. Studying up-to-date extension methods and techniques that have proven successful in this and other States.
- h. Tours and visits within the State and to other States.
- i. Study of current trends in subject-matter fields.
- j. Graduate study or advanced study.

## II. RESPONSIBILITIES

The specialists are a very important part of extension organization. All extension specialists are expected to work cooperatively to make specific areas of science and service more useful to farmers and their families and hence beneficial to the entire country. This can be accomplished by:

1. Keeping informed in his or her subject-matter field and recent developments in all extension programs.
2. Relating findings of research in his or her field of subject-matter to the solution of every day problems of families in the State, such as:
  - a. Preparation of subject-matter material (bulletins, leaflets, circulars, news articles, radio scrips, etc.)
  - b. Demonstrations, exhibits, conducted tours.
3. Employing effective teaching techniques and recognizing that as needs of farm people change there is a demand for change in the educational base of farm people upon which extension builds; that is, need for expanding the program of work (both in content and intensity) and for greater efforts at program integration and rendering service to groups of constantly improving capabilities.
4. Maintaining effective liaison between the county workers and the State college, the experiment stations and other sources of up-to-date scientific information. Rendering all possible assistance to various groups and agencies when a county is involved, (this assistance given by or through the county Extension Service workers, county agent and/or county home demonstration agent. That is, the specialist works through district agents and county agents who thus learn subject-matter methods and techniques. The specialist can then go on to other and newer information as it is developed).
5. Developing programs and plans of work which are forward looking and functional:
  - a. Assisting county extension agents and leaders to select, analyze and interpret economic and social data and to build programs and develop plans to assist in solutions of the problems located through the analysis.
  - b. Planning work that will reach and interest young people who

are members of the 4-H Club or other youth organizations.

- c. Developing a State program based on a combination of his or her information secured through this procedure.
6. Developing leadership to expand and interpret the program at the State, county and local level.
  7. Establishing and maintaining good working relationships through an organized, carefully planned way of work which recognizes that the opportunity of accomplishment is a joint responsibility of county and home demonstration agents, specialists, supervisors and/or administration. The following persons are the ones with whom the good working relationships must be maintained:
    - a. Administrative staff
    - b. Supervisory staff
    - c. Specialists (within State, out-of-State, Federal)
    - d. County extension staff
    - e. Research--both as to problems needing study and securing research information
    - f. Resident teaching and education Groups
    - g. Government agencies
    - h. Farm organizations and civic groups
    - i. Commodity Groups
    - j. Trade and industry and professional groups
  8. Carefully appraising the outcome of his or her work to serve as a basis for strengthening programs and teaching techniques by:
    - a. Gaining a clear understanding of the process and value of evaluation
    - b. Selecting practical skills in conducting reliable appraisals
    - c. Incorporating an appropriate plan for evaluation as an integral part of the program
    - d. Providing leadership for carefully measuring outcome of the more significant activities.
    - e. Insuring that the evaluation is in terms of the people - both those who want to learn and those who must be stimulated to learn.

### III. PROBLEMS

As in all programs, problems arise as the program grows and expands. In the work of the extension specialist some of the following common problems are frequently encountered:

1. Maintaining close relationships with all Extension Service workers, Federal, State and county in developing the over-all Extension Service program.
2. Providing adequate opportunities for joint planning with supervisors and

other specialists to discuss programs, field work, schedules and evaluation of work.

3. Relating his or her work to the work of other specialists and to keep from becoming too highly specialized.
4. Keeping all extension personnel informed and interested in the developments in his or her subject-matter field of work.
5. Becoming an authority in his or her subject-matter an advanced thinker and student in his or her field of work.
6. Securing pertinent research in such a form as to be readily channeled to the people. Maintaining a working relationship with research so as to be of mutual aid.
7. Putting scientific information and significant facts into language of the people. That is, extension publications and speeches on the people's level.
8. Helping the county workers see where he or she fits into international, National, State and county situations and programs and to help prepare him or her to present this information to the people.

### THE SPECIALIST: OPPORTUNITIES, RESPONSIBILITIES, PROBLEMS

By  
Frank S. Perry  
Assistant Extension Poultryman, Florida

The specialist's job-- any effort that will benefit the industry with which he is associated.

#### I. Opportunities

##### A. Guide the industry

##### 1. Production

- a. Apply knowledge gained by research workers.
- b. All extension - has done a good job in production.  
Growing corn, peanuts, pastures, chickens
- c. Responsible for still further increased yields.

##### 2. Marketing

- a. Lack the specific recommendations and practices which have led to good results in field of production.  
Barter is still prevalent  
Waste - reduced quality, etc.  
Research and Marketing Act of 1946 recognizes this weakness

R.M.A. may prove helpful in developing much needed techniques and practices.  
 At any rate the specialist can continue to guide his industry in:  
 Production - to higher yields  
 Marketing - to greater efficiency

B. Opportunity to Serve

1. Other educational workers with factual information

a. Example

Poultry and Egg Grading School for State Department of Agriculture workers.

State Dept.-Interested in interpretation and enforcement.

Poultry Workers - Interested in teaching quality.

2. Producers

- a. Better yields
- b. More economical production
- c. More efficient handling methods
  - Collection
  - Storage
  - Distribution

3. Processors and distributors

- a. This group is a member of the industry.
- b. Many technical advances in recent years and months.
- c. Poultry - Processing
  - Packaging
  - Quick freezing
  - Many new developments
  - Field is still developing

4. Other segments of the industry

a. In poultry we have

Feed manufacturers and dealers

Feed man and extension workers are after the same thing - the welfare of the poultryman.

Service men make more contacts than extension workers - speed results.

Example: Florida Grow Healthy Chick Program

Six factors developed

Sold to the feed men

Incorporated in their program

Correlated with county extension program

One of most successful portions of our poultry program.

In turn we work for feed people.

Example: Animal Nutrition School

Poultry workers cooperate with Nutrition Division

Insure attendance  
 Temper technical information with  
 practical applications, reports, and  
 discussions.

Equipment manufacturers  
 Killing and dressing equipment  
 Important now in Florida  
 Poultry Law

Others  
 Storage  
 Packers, etc.

C. Many facilities and agencies at your disposal

News articles	Circular letters
Radio talks	Meetings
Tours	Demonstrations
Movies	County workers
Personal contacts	Local leaders

Additional facilities available to every specialist.

In Florida we have (Poultry)

1. State Live Stock Sanitary Board
  - Breeding
  - Disease control
2. Inspection Bureau
  - Grades
  - Standards
3. Poultry and Egg Division - State Department of Agriculture
  - Marketing
  - Grading
4. Florida Breeders and Hatchery Association
  - Breeding School
  - Baby Chick and Egg Show
5. Florida Poultry Producers Association
  - County associations
  - "Florida Poultryman and Stockman"
6. Agricultural Publications
  - Trade papers
  - Florida Grower
7. Local Radio Programs
  - In the field
  - Wire recordings
8. Florida Poultry Council
  - All-inclusive organization
  - Policy making group
  - Example:
    - Promote and foster R.M.A.
    - Poultry Project.

## II. Responsibilities

- A. Specialist responsible for all subject-matter material in his field.
- B. Maintains contact between research and the field.
  - 1. Keeps all educational workers posted.  
Example: Smith-Hughes teachers  
Correlate with County Extension workers.
  - 2. Make full use of research.  
Don't be premature with recommendations.
- C. Observe closely and analyze situations on a Statewide as well as local basis.
  - 1. Analyze problems
  - 2. Develop major program of action
  - 3. Cooperate with local agencies in carrying out program.
- D. Correlate programs  
Examples: Poultry and agronomy - pasture and green feed  
Poultry and ag. engineering - houses and equipment  
Poultry and nutrition - feeds and feeding
- E. Stated simply, it is the responsibility of the specialist to assist in increasing or improving the efficiency, wellbeing and way of life of the members of his industry.

## III. Problems

- A. Sell the program to educational workers.  
County extension workers  
Others - mentioned above
- B. Cover the field - this is a real task.
  - 1. Use all methods at hand - effort is still superficial.  
Texas - 1 specialist to  $7\frac{1}{2}$  counties  
Conn. - 3 specialists to 1 county  
South - 1 specialist to  $8\frac{1}{3}$  counties
  - 2. Special tools emphasized in Florida to intensify or magnify efforts.
    - a. Poultry Institute  
Attendance - all phases of industry.
    - b. Calendar of work for the year.
    - c. Jobs to do by months
    - d. "Chickenlore"
    - e. Special letters
    - f. Exhibits  
Correlate exhibits with your program  
Example: Poultry houses and equipment  
Model poultry houses and equipment  
Specifications in bulletins  
Follow up - see actual house

## VI. Related thoughts

### A. Be practical.

Farmers not primarily interested in approved practices as such but in what such practices will accomplish for them in dollars and cents.

### B. Allocate effort properly

Don't attempt identical programs in each county.

1. Some areas may be unsuited for your work.
2. Concentrate on areas where work will accomplish most.

### C. Don't endorse products.

This calls for tact. Active or passive support to a given line of merchandise serves only to alienate support from other lines.

Endorse or recommend a class of products but not a specific item.

### D. Avoid "high-pressure" methods. You are a teacher. You are also a salesman, so avail yourself of every opportunity to improve your merchandizing technique.

### E. Don't be guilty of "talking down" to farmers. This is always resented. A patronizing attitude is effective only in creating a wall of resistance.

### F. Don't joyride - make every trip count.

### G. Men - work with the ladies.

Ladies - work with the men.

County and home agent work complements each other. Fullest results can be obtained only when the two are well correlated and functioning smoothly.

### H. Keep in mind - The specialist is not the program. His job is to oil the machine.

### I. Know what you are doing. If the specialist is inefficient, careless, and confused, certainly his program will be ineffective.

## THE SPECIALIST-DISTRICT AGENT TEAM

By

Mena Hogan

Field Agent, Southern States, Extension Service U.S.D.A.

Webster on team work --

"Work done by a number of associates--each doing a clearly defined portion but all subordinating personal prominence to the efficiency of the whole."

It's a definition I'd like you to think a good deal about as we talk about team work as it exists or does not exist between district agents and specialists.

Indeed, Webster might well have had extension team work in mind in giving us such a definition.

Webster's definition points out a basic essential to team work--"each doing a clearly defined portion." Good working relationships are possible only when there is full and mutual understanding of the objectives and acceptance of the responsibility for making the joint program.

Is the job of the specialist, the district agent clearly defined in your State? Not always true in the past. Of necessity. There were too few workers to draw the line clearly between your job and the district agent's. Sometimes you had to work for county appropriations. Sometimes she had to give subject-matter work in your field.

It has been heartening during the past 5 years to see the extension handbooks being written in which there is a clear statement of the responsibilities of all the extension workers. As a result, the county agent, the home demonstration agent, the district agent, the specialist are coming to know more clearly what their own job is and what their responsibilities are.

There is an old prayer which runs--God grant me the courage to change the things I can change, the serenity to accept those I cannot change, and the wisdom to know the difference.

There are some things we can change in becoming a real part of a team. The serenity to accept those you cannot change can be developed. The wisdom in telling the difference is our real problem!

#### Responsibility of district agent --

To see county agent makes good in terms of:

- a. Helping people to know and meet their real problems.
- b. The respect rural people have for the extension program.

Becomes a two-way problem:

- a. Train agent to work with local people.
- b. Work with the specialist--
  - (1) Helping him to know problems in the area.
  - (2) Helping him adapt his subject matter to these problems.
  - (3) Helping him train agent in subject matter that will aid agent in solving problems his people are facing.

You know responsibilities of specialist better than I.

Egger--"Specialists are justified only insofar as they strengthen county workers--only as they make the county agent, the home demonstration agent stronger."

Same statement can be applied to any administrator, district agent, any specialist.



It is entirely natural that some problems arise out of such a relationship. Our training isn't particularly in the field of team work. We've all grown up in a competitive world--each on his own.

As an agent in a county, rural people turned to you--they were grateful to you for your interest in them, their problems. They gave you cooperation, appreciation. Something within you expanded. You became more sure of yourself. You developed more poise--self-confidence. You became an authority.

Gradually you built up a bit of self-sufficiency. Important and good. But not always giving you the kind of training you need to work on a team--especially when you left the county.

This, then, is the background with which we face our new situation--when we are appointed to be a State specialist, a district agent. Maybe it's a little easier transition to you as a specialist. After all, you remain an authority in your field. But consider the district agent--try to understand what he suddenly finds. No longer is he in a situation where everything important revolves around him. No longer does he have the satisfactions that come from being close to rural people.

Mostly he adapts himself to his new role with good grace. And he learns to get real satisfactions from the agents' achievements--feeling well justified in his own mind if he's had a small part in bringing them about. He learns to take pride in the agent--in developing the district into a real group.

But it's a role that takes a lot of rehearsing before the supporting member of the cast becomes letter perfect. Try to understand him and his difficulties.

Thus far, I've tried to outline some of the basic problems both specialists and district agents face in becoming a member of the State team. Now I'd like to turn to some of the things we can do in improving our relationships within that team.

Relationships are perhaps our most important as well as most difficult problem facing all extension workers. They are the human factors which make as much for our success or failure in our job as skill in teaching or knowledge of subject matter.

Webster defines relationship as a state of being mutually interested. I like to think of relationships consisting of strands by which you are connected to others.

Many reasons for two people not working together. Small jealousies--one seeming to have more recognition for efforts, more prestige. There can exist a feeling of competition for higher salaries--for the regard of our associates. Too much aggressiveness, cocksureness or seeming lack of respect for the other's abilities. Maybe a sheer lack of time to get really well acquainted.

Most of these not unsurmountable. Usually where two people cannot get along, there is:

1. A lack of understanding of joint and individual responsibilities.
2. A lack of understanding of the motives that make people do what they do.

We've already mentioned the need for clear statements of job responsibilities. More planning together--more frequent conferences should help to bring about a better understanding of our joint problems.

If we could only remember always to plan together any work that involves both of us--not waiting until some work is already started before we bring the other fellow in.

Question before attempting to gain the cooperation of other extension workers-- Is our web of relationships strong enough to hold the work we want to do (to gain cooperation)?

Maybe we need to build a lot of strands. You know so many ways of doing this. If someone comments that Bill Smith has a lot of friends in his district, tell him about it. If he makes a good introduction or presides well, don't keep it to yourself. Most of us are starved for genuine approval. And we'll have a kindly feeling for those who give it to us.

Turn to him in meeting. What do you think of that, Mr. Smith? That's the kind of respect we all value in an audience situation.

Uphold his views in public.

Go to him for help. Neither one of you is a lone wolfe--nor is either a star in the production. You are the important supporting cast.

Try to keep from rubbing him the wrong way--"not (apologies to Shakespeare) rubbing a sore when you ought to apply a plaster."

Help him--as Chinese say--to have a place in the sun.

How much we need to study people and why they do as they do. People aren't born bad--or good--or with bad or good dispositions. Circumstances make us what we are. None of us are very good--none entirely bad. Sometimes very good people are awfully dull. Sometimes bad people are quite good company. If we knew more about the reasons why people act as they do, we'd understand them and get along better with them.

There's another angle to this relationship business--our relationships to ourselves. Because this has such a great bearing on our getting along well with each other, I'd like to talk about it briefly.

You owe it to this job of yours to get along with yourself. The life of a district agent, a specialist is not a normal one. You see the wife and children week ends and become a sort of rich uncle who brings the kiddies gifts. Or if a woman, you have very little home life. Friends aren't too anxious to build their good times around yours when you are available only on week ends.

Calls for some thinking. Some of us may find we get too few satisfactions out-

side our job. Could this fact make us get a bit possessive about that job?

Much as we like our own jobs, let's don't expect them to give us everything.

A French grandmother used to remind her young granddaughter, "Remember, Petite, to find some way to stay happy. For when you are sad, you grow plain; and when you are plain, you grow bitter. And when you are bitter, you are very disagreeable. And a disagreeable woman has nothing--neither friends, love, nor contentment."

Some can make good lives for themselves any place. In our search for ways to improve our lives, can we seek to develop several accomplishments, a number of our talents? Hobbies may make life more full. Where there is concerted mental effort in a job, there is a relief in hobbies that require physical labor. Riding, fishing, hunting, gardening are good ones of this type. Any hobby can be interesting, even collections.

Reading with a purpose ought to help. Reading anything is not bad. Jacques Barzun, writing in Teachers in America says, "All reading is good. Once the habit is formed, you gradually choose better books. A child should be allowed to read everything he lays his hand on. Voracious appetites will digest stones unharmed."

Owning a small library of good books stimulates good reading in our odd hours.

An Englishman raised a question recently which bears on the subject of our relationship to ourselves. He questions, "What is an educated man?" Then gives three acid tests:

1. Can you entertain a new idea?
2. Can you entertain another person?
3. Can you entertain yourself?

How many could pass? The Englishman hazarded this guess in answer, "Jesus, possibly Franklin D. Roosevelt, and a lot of humble people whom no one knows."

Truly successful workers must have good relationships with the people with whom they work -- and with each other. With such relationships, a team develops--a cast becomes strong--a play emerges.

Team work? Let's re-define it.

"Work done by a number of Extension associates--each doing a clearly defined part but all putting self last--in helping to bring about better living for rural families."

THE SPECIALIST AS A TEACHER

By  
 Dr. Paul J. Kruse  
 Professor of Rural Education, Cornell University

The Teacher's Job.Brief Outline:I. Education:

1. The production of changes in human behavior.
2. As in all other forms of production this includes
  - raw materials
  - tools
  - a product.
3. In education
  - the raw materials are human behavior
  - the tools are whatever is used to stimulate and direct human behavior
  - the product is the resulting change in behavior
4. In education changes in behavior may be usefully classified as
  - changes in things known; knowledges
  - changes in things done; skills
  - changes in things felt; attitudes.

II. Teaching:

1. Planned procedure to promote education.
2. Setting situations so as to get behavior that will result in the desired changes.
3. This implies
  - understanding of human behavior
  - skill with appropriate tools
  - clarity as to the product desired in terms of changed behavior.

III. Learning:

1. Behavior through which changes in behavior are achieved.
2. The process whereby an individual through his own activity becomes changed as to his behavior.

THE PROBLEM OF MOTIVATION

By

Dr. Paul J. Kruse

Professor of Rural Education, Cornell University

- I. What moves us?  
 Why do folks do what they do?  
 How to get people to do what we want them to do?  
 Why does anyone do anything?
- II. (1) Because of the satisfyingness of the activity itself, or  
 (2) Because of the anticipated satisfyingness of;  
       What it will get him or  
       What it will help him escape, or  
 (3) Both (1) and (2)
- III. Satisfyingness: A state we do nothing to avoid, often doing things which maintain or renew it. (E. L. Thorndike)  
 e.g., Eating when hungry; resting when tired.  
Annoyingness: A state we do nothing to maintain, often doing things which put an end to it. (E. L. Thorndike)  
 e.g., Eating when not hungry; not eating when hungry.
- Satisfyingness and annoyingness relative terms.  
 e.g., To stay at a meeting may only be less annoying than leaving. It may have little or no positive satisfyingness.
- IV. What do all men find satisfying?  
Largely independent of personal experience  
 Two examples of many attempts at answer
- |   |  |
|---|--|
| (1) <u>Thomas, W. I.</u><br>New experience<br>Security<br>Response<br>Recognition | (2) <u>Thorndike, E. L.</u><br>Sensory life<br>Self-assertion<br>Approval<br>Companionship |
|---|--|
- N.B. You can count on these in all men
- V. What do some men find satisfying?  
Largely dependent upon personal experience  
 Money (in an economic society)  
 Ideals  
 Convictions  
 Beliefs, hopes, aspirations  
 Habits  
 Etc.  
 N. B. You cannot count on any such in all men.
- VI. Principles of Procedure: If you want to move people to action -  
 Make the activity satisfying

Either in itself, or  
 In what it leads to, or  
 Both

Strive to avoid making the activity annoying  
 If necessary, make the failure to engage in the activity annoying  
 Either in itself, or  
 In what it leads to, or  
 Both

## SOME RESULTS OF EXTENSION STUDIES

By

Dr. Gladys Gallup, Chief  
 Div. Field Studies and Training, Extension Service, U.S.D.A.

Our studies give us some guidance to methods. What are some of the best methods of getting information across to farm families? What information do they need most? How can we get farm families to act on this information?

In carrying out any teaching job it is first necessary to find out something about the people that we want to teach. The Census people tell us that only about one-fourth of the farm adults in the United States have had more than 8 years of formal schooling. So when we write on high school and college levels we are writing for only one-fourth of our farm adult population.

To be more specific, the 1940 Census shows the median grades completed by rural farm men and women of 25 years of age and over, to be 7.7. That is, "average" farm adults in the United States have had about  $7\frac{1}{2}$  years of schooling. Average rural readers might range in the different States from ninth grade in Utah to the fourth grade in Louisiana.

We recognize that even though many farm people have not had an opportunity to get much formal schooling, they are by no means lacking in common sense or intelligence, although Glenn Frank said, "We often overestimate the stock of information readers have, and underestimate their intelligence." But we know from our research that we must reach persons of limited formal schooling and reading ability. Apparently we can reach the greatest number of rural people if we pitch our writing somewhere between fifth and eighth grade reading levels.

In our extension readability unit in Washington, under the direction of Amy Cowing, we have been measuring the reading difficulty of our extension publications to find out whether or not they are pitched at the best reading level.

The extension service was one of the first government agencies to measure written material with a readability yardstick. Extension has also been the proving ground of one of these scientific yardsticks, the Flesch Readability formula. This formula does not measure all the factors that make for hard or easy reading. But it measures three important readability factors: Sentence length, length and abstractness of words, and human interest.

### Test Extension Publications

With this objective measurement we have tested the reading difficulty of more than 1,300 extension publications from 48 States. Over one-half of these publications are written above the eighth grade reading level and, therefore, above the school level of the average farm adult in the United States.

The analyses show that the home economics publications are written more simply than those of agriculture, and that 4-H publications are simpler than agricultural and home economics bulletins.

The analyses show, too, that types of subject matter influence reading difficulty. Outlook information, covering such intangible matters as the national income, the consumers' income, price trends, supply-and-demand situations, is much more difficult than other extension writing.

### Use Simple Sentences

Extension studies made in Georgia, North Carolina, and West Virginia show the need for writing our farm family publications in short, clear sentences made up of simple, concrete words. For instance, some farm people interviewed did not understand such words as "consumption," "sufficient," "spiraling," and "specified"; but they did understand "use," "enough," "rising," and "fixed." Some of the homemakers did not understand "edible soybeans," but they did understand "soybeans that you can eat." "Goods" was more easily understood than "fabric."

Do we actually get more readers when we use shorter sentences and simpler words? According to readership studies being made by Wallaces' Farmer, the answer is "Yes." In a series of split-run surveys Editor Don Murphy is checking on the readership of two versions of the same subject matter. In one issue half of the subscribers were interviewed on one version written on a ninth grade level; the other half of the subscribers were interviewed on the same subject matter pitched at sixth grade.

In both halves of the split-run, the subject matter, headlines, illustrations, and place in the paper were the same. Nothing was changed but the readability level. The study is not completed but early findings indicate that the simpler version pulled the better readership.

Magazines and newspapers are among the most vital means of getting information to rural people. Newspapers and magazines can be read and re-read. The 1945 farm Census shows that 70 percent of all farm family operators now take newspapers -- 60 percent of them take dailies. This varies from over 55 percent in the South, over 80 percent in the West, and over 90 percent in the North -- based on the April 1, 1945, quarterly survey of agriculture.

The very fact of this intimate relationship between the press and its readers imposes a great responsibility upon those of us who are trying to get information to farm families; and at the same time it provides us with opportunity equally great.

According to the 1945 farm survey, over 80 percent of rural farm people now

have a radio in working order. This varies from 65 percent in the South to 83 percent in the North and over 90 percent in the West. Recent studies point out the large extent to which village people listen to farm programs.

The USDA Bureau of Agricultural Economics made a nation-wide survey of farm and rural non-farm radio listeners, in which it found that radio is valued very highly for the two great functions it serves: as a source of news and other information and as a source of entertainment and company.

In general, farm people like the more "serious" types of programs best. They like news and market reports, hymns and religious music, sermons and religious programs, farm talks, and old-time music. Farm women listen more than farm men. About one out of four rural households had no radio in working order at the time of the survey in 1945.

Do people actually take action after listening to the radio? According to a radio survey made in Ward County, North Dakota, about 5 percent of the listeners carried out one or more of the recommendations made in each five-minute broadcast by the county extension agents. The agricultural and home demonstration agents in Ward County had been broadcasting for five minutes every day, except Sunday, for about 5 years, over Station KLPM in Minot, when the study was made to determine the effectiveness of their program.

It was found that about one-third of all farm families in Ward County were listening each time the agents went on the air. Almost all the farmers had heard the agricultural agent's radio program. Four out of five of the women had heard the home agent's broadcast. The study shows that radio is reaching a large number of farm families who have never participated otherwise in extension. About two out of five of both farmers and homemakers who had never taken part in extension otherwise had heard the county extension radio program and many had carried out the action recommended in the talk.

The North Dakota study brings out that subject-matter information can be taught effectively over the radio. Of the instances of recommendation carried out as a result of the programs studied, three-fourths pertain to the adoption of subject-matter practices. The other one-fourth involved taking some action, such as ordering bulletins, having pressure gauges tested, or attending an event.

From the limited data available it would appear that the problem of effectively reaching disadvantaged groups in the rural population is primarily one of coverage or contact rather than lack of response to educational stimuli. Many different methods are necessary to reach people of varying ages, nationalities and schooling.

#### Use Many Teaching Methods

Our extension field studies conducted over a long period of years show that people are influenced by extension education to make changes in behavior in proportion to the extent of their contact with different teaching methods. As the number of different types of contacts or different kinds of exposure to extension information increases from one to nine extension methods, the number of farm families changing behavior increases from 35 to 98 percent.



### Personal Contacts Important

The methods that extension uses to contact people individually are the result demonstrations, farm and home visits, office calls, correspondence, and telephone calls. These are comparatively expensive in time and money. However, these personal contact methods are perhaps the most basic of all extension methods used. These methods help to build confidence.

The result demonstrations that show such results accomplished as farm and home planning, home production, improvement in housing, and improved pastures are local proofs in the community, of good practices adopted. The result demonstration furnishes cost data and helps the agent keep in close contact with farm and home conditions. Result demonstrations establish confidence in the agent and in extension work.

A result demonstration conducted with one family necessarily makes his method a poor one from the standpoint of reaching large numbers of people. Other methods -- meetings, tours to the home, and publicity -- must be used to make this demonstration reach a satisfactory number. But news of a successful result demonstration is apt to spread from neighbor to neighbor and from family to family.

Personal services such as farm visits, office and telephone calls, and personal letters are other individual methods used. The farm and home visit gives the agent first-hand information regarding the farmers' problems and activities and develops goodwill.

These methods used to contact individuals account for about 17 or 18 percent of the total influence of all methods.

### Slides and Films Effective

The methods through which, by their nature, groups of people are reached -- general meetings, method demonstration meetings, leader-training meetings, extension schools and study courses bring about 25 percent of the total influence of methods. Meetings motivate the four best ways of learning -- seeing, hearing, discussing, and doing. Meetings based on local factors and situations promote personal acquaintance with a demonstrator and the people attending the meeting. Discussion meetings are especially important now. Extension discussion meetings are usually based on our written materials. Research shows that where we use slides, films, and blackboards meetings are most effective.

Methods effective in reaching masses of people are news stories, circular letters, radio, exhibits, bulletins, and posters. Studies show that these methods by their nature make it possible to teach large numbers of people. They account for about 38 percent of the total influence of all methods.

Perhaps the most important of all is the indirect influence, which accounts for about 19 percent of the total influence of all methods. Indirect spread of improved farm and home practices from one neighbor to another shows the result of satisfaction and confidence.

The above percentages of practices adopted are based on what the people sur-

veyed told the interviewers; what the people thought had given them the idea of adopting some improved practice.

To do a completed job of teaching takes all the teaching methods. There is an interdependence of different extension methods, many of which must be used over and over again to get results.

### SIFTING AND USING ECONOMIC DATA

By

C. V. Noble, Agricultural Economist,  
Florida Agricultural Experiment Station

1. Introduction.
2. The problem.
3. Decision as to basic data needed:
  - a. Research specialist
  - b. Resident teaching specialist
  - c. Extension specialist.
4. Plan for obtaining basic data.
5. Obtaining the basic data:
  - a. By questionnaire
  - b. By direct reporting from available records.
  - c. By prepared schedule and visitation.
6. Tabulating and summarizing the data.
7. Analyzing the results.
8. Classifying and sorting data according to needs:
  - a. Research specialist.
  - b. Resident teaching specialist
  - c. Extension specialist
9. Presentation of results:
  - a. Experiment Station bulletins
  - b. Extension bulletins, circulars and news articles
  - c. Radio
  - d. Fitting them into programs of Extension Specialists in other subject matter fields, County and Home Demonstration Agents, and other agricultural teaching agencies.
  - e. Lectures or series of lectures
  - f. Before discussion groups
  - g. To individual organizations, growers or farmers from whom data were obtained.

10. Methods of presentation:
  - a. Statement of facts interwoven in lectures or discussions
  - b. Supplementing lectures or discussions with mimeographed pertinent data
  - c. Using charts or graphs with informal discussion
  - d. Other visual aids where they can be used advantageously.
11. Some specific examples:
  - a. Movement of citrus trees from nurseries to Florida groves
  - b. Costs of handling citrus fruits from tree to car.
12. Summary

### THE SPECIALIST'S RESPONSIBILITY TO 4-H CLUB WORK

By

R. W. Blacklock  
State 4-H Club Leader, Florida

In his address before the Western States Extension Conference, President A. L. Strand of Oregon State College said, "In 4-H club effort lies our best assurance of worthwhile and lasting results of all extension work."

C. A. Cobb, when Editor of Southern Ruralist, said, "Fundamentally, club work is the most important division of extension work. In lasting value no other work our extension forces are doing approaches it. To country boys and girls it opens up a new and wonderful opportunity for advancement. It is in this group, our farm boys and girls, that are to be found the Joshuas and Calebs who some day will lead the agricultural public into that land of bright promise that lies ahead."

With the backing of a legend, the Bible, a great agricultural editor, and the president of a great agricultural college we take as our premise, "If you wish to accomplish lasting results you must work with youth."

Granting that our premise is true, trustworthy, and acceptable, 4-H club work becomes to the specialist who earnestly desires to accomplish lasting results in his particular field, the most effective approach. It is his opportunity.

We know that talking about opportunity knocking at our door is hackneyed and mostly platitude. It takes a lot of clear thinking, painstaking experimenting and plain hard work to change people's way of thinking or of doing things. Aristotle said that where a fundamental change in a nation's way of life is sought at least two generations must grow up under it before the change becomes effective. If lasting results must be measured in generations, not in individuals, it would seem that one would get farther, faster if he worked with youth.

I have been in extension work too many years to think I can cross all the T's and dot all the I's in giving you an unflinching plan for taking advantage of the opportunity which 4-H work offers to a specialist. I have no plan and wouldn't give it to you if I had. No man is smart enough to make a detailed extension plan for someone else to carry out. Let us talk together in hopes that we may get a little clearer vision of what might be done and perhaps an idea or two about how to make a start.

First, let us think about the 4-H club department and what it is up against. There is one fact which I feel cannot be denied acceptance and if the specialist will accept it as a basic truth the way will be cleared of many possible misunderstandings. No one else in the world is as anxious to have 4-H club work grow and develop in the right way as is the 4-H club State leader. Never forget that I have known most of the State leaders from O. H. Benson on and I have never known one who did not believe in 4-H work and who did not have a vision of a world to be made better through giving rural boys and girls an opportunity to grow and develop through their own efforts.

Yes, 4-H leaders are human. I have been told that I am as ornery as the devil at times. Why shouldn't they be? Aren't you sometimes? Did you ever stop to think that 4-H club work is the only branch of extension that everyone in it at times feels able to give advice and tell just what should be done? The poultry specialist would not feel qualified to tell the citrus specialist what should be done in an orange grove nor the agronomy specialist tell the clothing specialist how to make a dress, but oftentimes all four feel called upon to give definite and pertinent advice to the club agent about club work. Advice is fine and welcome by all. The only trouble is that all four give different advice, then feel hurt if their particular plan is not followed. Try never to forget that the club agent has to work with different specialists, each of whom feels that his particular field is of the greatest importance. I want to say that I wouldn't waste five minutes on a specialist who didn't believe in his job. Be patient with the poor devil of a club leader, he may have a right to be bewildered.

Now for the specialist side of the picture. What can a specialist do to get for his particular 4-H project all the attention and help possible from the club department?

Here is how one specialist worked it. He came into a State as extension dairy specialist. Being an old 4-H dairy club boy he wanted to use club work as one of the main parts of his extension dairy program. He was enthusiastic and enthusiasm is catching. He kept going to the club leader and asking, "Does this idea fit into your 4-H policy?" He wanted to stay in line but if his idea was within the policy of the club department he wanted a chance to see what he could do with it. He asked what the club department would like to see done in dairy club work and how he could help get it done. He took hold of the State contests in dairy work and accepted the responsibility of securing county agent interest to get enough entries to qualify the state for the first time. He accepted the responsibility of staging a State 4-H dairy show and did it. He was considerate at all times and asked if what he had in mind was all right. He went out and got special awards from the dairymen. He is taking most of the detailed work in promoting 4-H work in his field off the club leaders. He boosts

4-H work at every opportunity. What has been the result? There is more and better 4-H dairy work in that State than ever before and the club department has decided to make dairy club work a "leader" in its program. This specialist pushed his project hard but in such a way that as State club agent I fell for it hard and can't help but boast about the swell 4-H dairy work in Florida.

If you want to use the 4-H approach to put over your program, you must sell the idea and you must not hesitate to be enthusiastic.

You have sold your 4-H bill of goods to the club department. Then what? Don't expect the club department to drop everything else and put your program over. Remember that there are at least a dozen other lines of work which make up a 4-H program. Get with the club leaders and agree upon a plan and remember that you have more time for your particular line than they have. You are going to have to do most of the contact work. Any plan a specialist devises which looks workable will be accepted by any club department if it does not call for too much time-consuming work from the club leaders.

Right here I want to stress another basic truth in 4-H club work. Whatever is done in a 4-H program must be for the growth and development of the boy and girl. Club work is not interested in building livestock work or agronomy work unless at the same time the 4-H member gets worthwhile personal advantage - not necessarily in financial returns (which are always to be desired), but in experiences which promote individual improvement. If you go to a club leader with a plan which exploits the boy or girl for the benefit of anything you will get the same reception that the town drunkard spendthrift gets when he asks the banker for a loan. Remember 4-H work is only acceptable and worthwhile when it contributes toward helping boys and girls in their striving to reach a better level of living.

When everything has been agreed upon at the top, you are up against the fact, so many times forgotten in our enthusiasm, that in the final analysis the county agent is the fellow who has the work to do. You have another job of selling. The county agent has to cooperate or nothing is done. How to woo a county agent is one of the mysteries of extension work. But it must be done if the plan is to be put into action.

Here is where I think that in Florida we have made a real step forward. About six years ago the boys' club department decided that working from the top down was not getting results. An entirely different approach was tried. The county agents were given the opportunity to make the club program for the State. The State was divided into 10 4-H districts of from five to 8 contiguous counties. The county agents are brought together each year to discuss club work in the district and to set 4-H goals. One of the county agents is elected district 4-H chairman. The 10 4-H district chairmen make up the State 4-H committee and meet at annual conference and set goals for the State. With comparatively few assistant county agents we have more than doubled our state 4-H boys' enrollment and completions in five years.

If the specialist will sell his idea to some of the district chairmen and let them get their districts to take it as a goal the results have always been forthcoming in Florida. The man who has the work to do should have a lot to say

about making the plans. A specialist should never go before a group of county agents without a rather specific plan but never with a plan which can't be modified. Let a group of county agents take a plan, work it over until it becomes their plan and then something will be done about getting the job done.

What do county agents expect and want from a specialist? We think we can tell you that. In 1946, we brought the 10 4-H district chairmen into Gainesville for three days. We set them to work writing a "Florida Boys' 4-H Club State Program." To start off we had each specialist tell the group what he had in his mind in 4-H work. Then we left the 10 chairmen absolutely to themselves to work out a State 4-H program. The result was a remarkable document. I believe that in it can be found the answer to almost anything about boys' club work in Florida. As example No. 1 you will find the answer to what Florida county agents want from a specialist.

The first request is always for subject matter material. The second example shows the type of material we use in Florida. We feel that every club member should be given some definite and simple instructions which he can follow and which if followed will insure a better than 80% chance for success. You see, we try to keep it to one page, as that is about all a 12- or 13-year-old country boy can handle. Without this project subject matter material from the specialist the county agent cannot get the job done. Due to the diverse climatic conditions in Florida, we tell the agents they can make the necessary changes in recommendations to meet their local conditions. The careful preparation of this sheet is a most important opportunity for the specialist to get things started right.

I hope that in our talk together we have in a small way clarified the relations between 4-H work and the specialists. We must not get discouraged. Change comes slowly, but surely. The reward comes when we think about some boy, who at least partially thru our efforts, caught the vision of what might be done and then with our aid and encouragement did the job.

#### Example No. 1

#### WHAT FLORIDA COUNTY AGENTS WANT FROM SPECIALISTS FOR 4-H CLUB WORK

(NOTE) Ten county agents who had been elected as district 4-H chairmen by all agents in their 4-H districts met at Gainesville in 1946 and prepared a "Florida Boys' 4-H Club State Program." The following is taken from this program.

#### Place of Extension Personnel in Boys' Club Work

##### Specialists -

Specialists will outline subject matter material for 4-H Club projects coming in their respective fields of work. To secure a reasonable uniformity in subject matter material specialists will follow form supplied by club agents as far as nature of subject matter will allow.

Specialists will work with club agents in developing visual aids for presentation of instructional material and aid in developing technique in their use.

Specialists will provide assistance in training judging and demonstration teams through personal help and through prepared material. Special emphasis will be placed on preparing a few simple team demonstrations by each specialist.

Specialists will provide special adapted material and use in teaching their respective subjects at camps, short course and club meetings.

Specialists will provide outline of material for organizing shows and exhibits. They will be available for assisting with judging at 4-H shows and exhibits.

Specialists will give special assistance in promoting state and national contests in their respective fields.

Specialists will assist in promoting 4-H club work by furnishing inspiration for enthusiasm in county agents and club members as to the importance of club work.

#### Example No. 2

#### 4-H FOREST PLANTING DEMONSTRATIONS

- I. OBJECT: To demonstrate advantages of forest planting.
- II. WHERE TO PLANT: Land not suited, or needed, for cultivated crops. Land that is too wet for cultivation, or land that is washing away. Also land that is in trees, but does not have a full stand of trees.
- III. SIZE: Plant at least one acre, more if possible.
- IV. TIME TO PLANT: December or January, at a time when soil is moist. Wait for a good soaking rain if possible.
- V. KINDS OF TREES TO PLANT: Slash pine or red cedar.
- VI. HOW TO GET TREES: First, see or write your County Agent. Sometimes it is possible to take up young slash pines, or cedars, in woods where they have come in too thickly. These can be transplanted very successfully when they are small, or 10 to 12 inches tall.
- VII. PREPARATION: Lay off land in checks with small bull tongue plow. (8 ft. x 8 ft. for slash pine) (6 ft. x 6 ft. for cedar). Mark just deep enough so streaks can be seen easily. 8 x 8 spacing takes 680 trees to plant one acre. 6 x 6 spacing takes 1210 trees per acre.
- VIII. PLANTING: Never let roots become dry. Heel in seedlings at once when you get them if unable to plant them the same day. Plant as soon as possible after trees arrive. Carry trees in bucket of water while planting, but do not leave in water over night - heel them in. Set trees where bull tongue plow streaks cross, using "dibble", sometimes called

tree planting iron. Plant trees no deeper than one inch above where roots come out of them - but no shallower than this. Be sure tap root points downward. Press earth firmly around roots. Get a copy of tree planting bulletin from your County Agent. Care in planting trees has much to do with how many live.

- IX. FIRE PROTECTION: Plow, or disk, a fire line at least eight feet wide around your forest as soon as it is planted.
- X. CARING FOR PLANTED TREES: Keep fire out. Keep cattle, hogs, sheep, and goats out until trees are too large to be damaged. At end of year check the number of trees that did not grow, and replant. Be sure to replant the next year after planting your forest.
- XI. RECORDS: Keep a record of your forestry project. No 4-H Project is complete without a well kept record.

L. T. Nieland, Extension Forester

### The Specialist's Responsibility to 4-H Club Work

By

Mary E. Keown

State Home Demonstration Agent  
Florida Agricultural Extension Service

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The Agricultural Extension Service is expected to use all its resources to develop a well balanced educational program serving all members of the family, both adults and youth, according to their interests and needs. The Smith-Lever law under which we operate says that the cooperative extension work is "to aid in diffusing practical knowledge - - - - - among the people of the United States and to encourage application of the same." All members of the Extension Service therefore have a responsibility to encourage and to strengthen 4-H work because work with boys and girls is an integral part of the total extension program.

4-H Club work is a highly important part of cooperative extension work because youth itself is important. The world we live in today seems topsy turvy according to our past standards and boys and girls need all possible training so they will be strong adjusted personalities, capable of assuming leadership responsibilities in a democratic society. In all families adults are obligated to share with youth whatever knowledge and experience we have had that will aid them in gaining this preparation for their world ahead. All specialists, therefore, and all supervisory personnel (who really are specialists also in another field of extension work), have a responsibility to 4-H work they cannot escape if they would, and at the same time share in a privilege of great value.

4-H Club work occupies an important place in the official life of extension



workers. The annual report for 1946 shows that county extension agents of the United States devote 34 percent of their time to 4-H work. Georgia agents, men and women, average 38%, Florida agents 31% and South Carolina 35% of their time spent in work with boys and girls.

I am sure it has been mentioned more than once at this workshop and elsewhere that the specialist is responsible for providing accurate and useful information for use by county extension workers, to help them give the information and service desired and needed by the people. This seems to be a basic responsibility of specialists everywhere. Where the county workers, men and women, spend at least one-third of their total efforts in work with boys and girls, certainly they will need and should get comparable support and cooperation in that program from the specialists.

The help of many specialists is much needed in building useful programs to meet widely varying needs. The present situation in which boys and girls are growing up involves rapidly changing social, economic and even geographic conditions which affect their welfare and their reactions. 4-H Club members always have concerned themselves with activities involving income, soil, housing, crops, management practices, family food supply, nutrition, food conservation, clothing, health, and home and community relationships. Rural boys and girls are affected today by farm population trends, if we accept the census statements that farm population is declining and that we have reached the stage in agricultural development where for every five young men reaching maturity on farms, two must leave the farm if agriculture is not to be burdened. We in the South know that too many of our promising boys and girls, educated here, are going to other areas of the country to spend their productive years.

We can view comments such as these with fear of their far-reaching results or we can consider them as a natural growth or accompaniment of our economic progress and make our plans accordingly. President Rennie of Montana State College reminded the specialists of the Western States recently that "World wars always stimulate a great increase in agricultural efficiency. Shortages of labor supplies the economic urge to use better crop varieties, better livestock, and improved feeding practices." All these bring about changed conditions on which the farmer of tomorrow must have up-to-date information if he is to be successful. The farmer of tomorrow is certainly the boy of today and his wife is today's growing girl. We know we must continue to produce and use food and feed wisely for personal and world welfare. Farm homes must be improved and beautified. We must have right relationships and understanding between all members of the family at home and in the community if home and family life is to continue to be the bulwark we have always believed it to be in a civilized, democratic world. These are the things boys and girls must learn to appreciate if they are to be worthy citizens and 4-H club work is based on these fundamentals of living. Work along such lines with boys and girls 10 to 20 years of age is important for the good of the young people now and for the welfare of the country in the years ahead. So again it seems that the specialist, like all other extension workers, is obligated to help youth today gain "useful and practical information along many lines."

A sound and fine philosophy has been inherent in 4-H club work since its beginning. As my number one recommendation to all specialists I suggest that

if you have not done so already you make it your business to understand the real meaning of 4-H work and its true values. You might check your own general status in relation to 4-H work by trying to figure out how effectively you could present the story of 4-H club work if you were called on unexpectedly to speak before some civic or educational group or perhaps a group of interested boys or girls. Can you do it justice?

Have you ever seen or heard described the first emblem used by the early club members--the pin in the shape of an open book, denoting education, on which the tomato and the green cover emblem were over-laid? Do you know the significance of the 4-leaf clover? Good Luck? No - rather the clover was chosen to appear on the emblem to show the belief of all 4-H members in the importance of conserving the fertility of the soil.

Although now to my sincere regret, we do not use the word "Home" in the 4-H pledge as we did for so many years, I urge that we never forget that 4-H work centers around the home and farm and 4-H activities are planned for the improvement of that important spot and its place in the community. 4-H club work is a personal matter for each of its members and has far-reaching influences.

Have you ever looked at some of the old pictures of former club members, pig club boys, corn club, tomato clubs, canning clubs? I call your attention to many human interest stories and pictures you will find in the book "The Demonstration Work" by O. B. Martin, a great pioneer in demonstration work.

The three states represented here have a rich heritage of 4-H work which we should view with pride and protect and nurture and use as a firm foundation for future programs. Florida salutes you of Georgia and South Carolina for the honor of having the co-authors of the Smith-Lever Act share your home states. South Carolina has the honor of having had the first girls' club, the Tomato Club, organized in your state under a wise rural teacher, Miss Marie Cromer. O. B. Martin and J. A. Evans of South Carolina and Georgia, respectively, laid the ground work for much of the sound 4-H program of today. Naturally, I have a special pride in the excellent program of extension work in Puerto Rico because it was my privilege to see the beginning of that educational program some 12 years ago and to watch its progress in the years since then. I believe the representatives of Puerto Rico here will agree that boys and girls of our Island neighbors have profitted because the Extension Service workers there built their work on the same sound principles laid down for us so many years ago but which are as basically sound today as in the first days of 4-H work. "Quatro Hache" Clubs serve there today in a fine way and you specialists can well feel responsible for aiding them to further growth.

We treasure the great contributions made by Florida's early workers and are pleased to find 4-H club members of the third generation enrolled now in our State. We have some most worthy specialists who have been 4-H club members.

We cannot stray far from sound principles in 4-H club work if we follow the advice given the first home demonstration agents nearly 40 years ago, which carries this thought, "Have the girl do some specific work that needs to be done in her home, have it approved by those she loves, then lead on to greater things."

Successful 4-H work is planned first for the improvement of the boy and girl,

to develop his resources and abilities and to aid them in gaining not only useful skills, but along with greater efficiency, attain a vision of greater achievements which can lie ahead in high ideals and leadership training.

I take time here to urge universal understanding of this underlying principle of this great program of youth education because sometimes we may seem to place our emphasis elsewhere. Occasionally I hear reports which make me wonder if in some places we are not in danger of emphasizing championship clubs rather than championship boys and girls. The well organized club offers valuable experience and training and satisfies needs of young people and we want more clubs (We can well be proud of the 75,597 clubs in the United States and plan for more.) but the club itself is not the ultimate objective in 4-H work.

When you as specialists work on your own plans for 4-H work I would urge that you work with the other extension workers in helping girls and boys to develop result demonstrations (or projects) in keeping with the agricultural and family improvement needs of the community. Dr. Ensminger reminds us that projects which bring enlightenment to the families and communities also bring family and community support in both leadership and general interest. This is fundamental thinking, also.

As a specialist you can work with the county extension agents in developing projects in which each member enrolled has an educational experience in making his choice of 4-H work to be undertaken. You, the specialist, certainly can help to develop plans so well thought out, step by step, and year to year, that the 4-H club member can understand the necessity for each step and note the program made and evaluate results achieved.

In our plans for "projects" we must not stray far from an understanding of the many values of the "demonstration" established in the home or on the farm by the club member, using the best available scientific information and which provided educational experience for the entire family. This is a challenge to every specialist to have some good "demonstrators" and well thought out demonstrations in every county to which he can point with pride and from which, incidentally, he himself can learn a great deal to guide him in future work. Perhaps you, the specialist, need to be more resourceful in evolving demonstrations (projects) which more nearly challenge the interest and needs of the later teen age groups. Perhaps you can help find the answer to some puzzling questions of administration, such as, Why are so many boys and girls not now in 4-H clubs; Why do so many drop out as they approach the teen age groups?

In a report of a workshop for specialists held recently, the specialists themselves named certain things they believed they can do to help make county programs more effective. I quote them here, because all can be applied in meeting the responsibilities of a specialist to 4-H work.

1. Help write news stories before leaving county.
2. Help with local radio programs.
3. Give personal instruction on use of display materials.
4. Train agents to go over bulletins with local leaders.
5. Have key county workers read manuscripts and make suggestions for improvement before publication.

6. Serve as a clearinghouse for materials developed by county agents (slides, pictures)
7. Teach methods, fully as much as subject matter.
8. Help develop plan for good bulletin display rack.

In my judgment the fact that 4-H work is a specific part of a great program of agricultural education gives it permanent identity and significance. Agriculture is a far-reaching industry on which millions of people depend for subsistence as well as enjoyment of good living. Watch that 4-H work does not lose that identity.

We must insist always on maintaining a high quality of work done by the girls and boys in agriculture and home making, making sure too that there is sound reasoning back of the work undertaken.

We can easily recognize another place where the specialist seems to have some responsibility and can wield a considerable influence for the good of 4-H work. Let the award or prize given to 4-H members be commensurate with achievements, efforts put forth and improvements made by the girl or boy. All of us have seen awards given of a value entirely out of line with good judgment and which certainly have ill effect on the club member receiving same.

This whole matter of contests and awards needs much more study than opportunity has been given by most extension workers, specialists included. Normal competition lends interest but let us be sure it does not get out-of-hand.

These are some miscellaneous comments only but they are worth thinking about as you consider ways in which the specialist can contribute to 4-H work. I take for granted that each one here wishes to plan for his part in 4-H work. Mr. C. C. Hearne told us in a recent talk that we have three items to consider in planning a program. I give them to you here to use as a gauge in considering programs which specialists will develop for 4-H girls and boys:

1. Look at the present situation.
2. See an improved situation (objective).
3. Determine steps needed to reach improved situations (problems, solutions).

Earlier in this talk we have sketched some of the present situations affecting the life of boys and girls of 4-H age. You can think of many other factors which must be considered in your home State. For example, we are in the midst of a campaign to extend 4-H work to an increased number of boys and girls. In South Carolina the 1946 annual report shows that only 9% of the rural boys and girls 10-20 years old are enrolled in 4-H clubs, in Florida 12%, in Georgia 22%. Of the farm boys and girls, South Carolina has 13% in 4-H clubs, Florida 31% and Georgia 31%. We can be proud of the fact that the five States in the United States which have the largest enrollment of 4-H members are in the South: Georgia is one of the five with Alabama, Mississippi, Tennessee and Texas completing the roll. Of the total of 1,615,039 4-H members 1,007,435 members (457,158 boys and 550,275 girls), or 63 percent, are found in the 13 Southern states and Puerto Rico. But considering the statistics which show, for example, that our Florida extension work reaches 31% of the farm boys and girls, we can

well accelerate our endeavors, provided always that we have the tools available with which to do the job well.

When you consider Mr. Hearne's third point -- "To determine steps needed to reach improved situations" -- you will find a report just released by Dr. E. H. Shinn on 4-H work which shows the need for giving adequate consideration to four important steps in conducting sustained educational programs for 4-H members, namely:

1. Its educational aspects.
2. Organization and program.
3. Leadership aspects.
4. Evaluation aspects.

I recommend that you study this report which contains many useful suggestions.

Of course, all of us know that matters such as personnel and budgets affect the growth of 4-H work in a State but perhaps other factors are important too. Let each one of us, specialist in whatever field we may be, ask ourselves if we are doing our utmost "to aid in diffusing useful and practical knowledge" among boys and girls. Let us ask ourselves some questions such as these:

1. Have I ever really studied what I can do to help to develop 4-H work?
2. Am I working with the 4-H specialists closely enough to keep informed or abreast of trends and needs in 4-H work?
3. Do I prepare or provide illustrative materials, exhibits, leaflets, etc., to use in teaching 4-H boys and girls needing help in my specialty field?
4. Do I feel any responsibility for telling other organizations or agencies about 4-H values?
5. Do I ever go to a 4-H club or council meeting? And if I do, do I ever give a real demonstration, not just a hastily compiled talk?
6. Do I appreciate or even know about 4-H work being done in fields related to mine in which I might cooperate?
7. What have I done to help the county extension agents train volunteer leaders to help further the 4-H program to more boys and girls. Do I have a good knowledge of how to train leaders?

I submit to you that any organization in which 1,615,039 girls and boys would voluntarily enroll themselves must offer valuable help to young people. You and I are "hired" by the people of our State and country to take advantage of every resource to give maximum service to people. We are expected to develop useful techniques and methods to get the job done. 4-H work is a "means by Which" for each one of us, but more than that, 4-H work is a wonderfully satisfying experience, both personally and professionally for every Extension Service worker.

I believe that each one of us in extension work will do well to examine our plans and remember that the 4-H girl and boy growing as their demonstrations grow, advances through the educational stages of "profit, comfort, culture, influence and power," and in this general concept given us years ago by Dr. Seaman Knapp, we can be sure we are abreast of the most advanced educational thought of today. 4-H work is sound and will grow, if we do our part.

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LEADERSHIP - SELECTION, TRAINING AND USE

By

Mary E. Keown

State Home Demonstration Agent, Florida

The Smith-Lever Act states that the extension worker is expected to "aid in diffusing useful and practical information among the people of the United States." We can find great comfort in that three-letter word, A-I-D, by which we are assured the extension worker is not expected to do the entire job by himself alone. We receive help in generous measure from individuals and from other agencies and organizations. Each of us can think of our own experiences when a kindly word or cordial cooperation has helped make the day brighter for us personally and professionally, and the results more effective for the people. Many of us believe helpfulness is the true keynote of the Extension Service, an organization in which we receive and try to give, kindness, support and understanding.

The extension worker is obligated to use all available resources to the best advantage, and human as well as natural resources abound in every community. The extension worker is maintained to help people to grow, to change (for the better). The first demonstration agents were told, "Success lies not in what you do, but in what you get other people to do." We might well add that success lies in how well we help those people to help themselves, and how well the facilities of the Agricultural Extension Service are used by people. Extension work can be summarized as obligated "to take useful information to the people who want it, at the time they need it, and in the form

they can use it."

No one extension agent can do that job, nor should one try to work alone. Our organization of administrative personnel, including men and women, in supervisory, specialist, and county work contributes to a cooperative program. This program is not one county agent's program, not one specialist's program - it is the people's program. Extension work is very human; it is more than an organization chart and paid personnel. Extension work consists of living relationships between the people who carry it on and the individuals who benefit by participation. Perhaps this opportunity to stay close to real life is where we extension workers gain our greatest satisfaction from our job.

I believe these general comments bring us directly to the subject today -- "Leadership." The questions are - What is the place of leadership in the Extension Service?; where do we find leaders?; how can we keep them, train them and finally recognize them for work well done?

#### Who are the Leaders in Extension Work?

Each extension agent is a leader, and needs the qualities of leadership, if his contribution to the program has value to the people. Adapting some comments as to the essential qualities of leadership as given by Charters, we find the following:

1. Strong convictions, persistence, aggressiveness
2. Kindness, fairness, courage
3. A leader is bright and resourceful (intellectual)
4. A leader's best prospect is the bright person who has strong convictions and whom people are inclined to like.

Most extension workers meet most of their checks pretty well. We must not forget that participation of the people in extension work is voluntary: people use its services only if and when they wish to do so. An agent needs qualities of leadership to encourage people, and often to inspire. Extension workers have shown qualities of leadership through the years and people have believed in them and in extension work.

You and I are employed leaders, by reason of training, temperament, interest. We do not go about talking about our qualities of leadership, if any, and few of us think of ourselves as leaders. In this connection I have always preferred our title "agent" to that of "leader," which some states use. The dictionary defines agent as "one to whom something valuable is entrusted." When the final analysis of extension work is made, we may well find it lies in the fact that "that something valuable entrusted" to extension workers has helped people to do their job better, whether it is the job of a farmer, the job of a homemaker, or the job of a useful citizen in the world. As Dr. Douglas Ensminger of the Extension Service, U.S.D.A., writes me, "One of the really great contributions of extension education is its development of people as individuals, leaders, and cooperative members of their local community and the world society."

This brings us back to the term leader, but this time let us think of the

voluntary or lay leader.

The term leader conjures up a variety of meanings in the minds of extension workers, and sometimes it brings confusion to our discussions. Sometimes we even seem to think leadership is a new development in our work. Hardly! When the demonstration work was established it was a unique departure in education; it was way ahead of its time, educationally speaking. The demonstration work recognized, for the first time in educational circles, that people on their own farms and in their homes were leaders and could "aid in diffusing useful information." The learner became the teacher, and the demonstrator undoubtedly is the best teacher or leader. His neighbors know this leader, his weaknesses and strengths, his dependability; and moreover, they have a feeling "if he can do it, I can too." Read what Dr. Seaman Knapp wrote in 1908, when he noted the evolution of a demonstration.

"Every step is a revelation and a surprise to the farmer. He sees his name in the county paper; he begins to be noticed by his fellow farmer; he is proud of planting the best seed and having the best cultivation. As the crop begins to show vigor and excellence his neighbors call attention to it, and finally when the demonstration agent calls a field meeting at his farm the farmer begins to be impressed not only with the fact he has a good crop but that he is a man of more consequence than he thought. The man concludes that he is a leader. He made a great crop but the man grew faster than the crop. There can be no reform until the man begins to grow and the only possible way for him to grow is by achievement -- doing something of which he is proud."

Here is the beginning of voluntary leadership in extension work. Voluntary leadership is essential democracy because "it shows a more excellent way, it submits its teachings to the test of workability and it keeps the Extension Service in touch with people."

So, when the specialist or any other extension worker considers how he can function in the development of leadership, let him never forget extension is a two-way program, to the people through extension, but to the extension program from the people themselves.

We can easily trace the developments in volunteer leadership through organizations growing out of participation in extension, as might be noted in -

1. 4-H Clubs - learning to accept responsibilities of group-officer responsibility -- group action.
2. Home demonstration clubs for women - chairmen of special activities, as garden chairman, program of work chairmen, etc.
3. Councils, state and county - to keep program in line with needs and to get needed action and cooperation.
4. Local leaders for 4-H clubs. Neighborhood leaders.
5. Community group leaders.
6. Farm organization leaders.

Organization into community, county and State-wide groups has helped people to recognize needs by sharing information and holding discussions and to develop ways and means to meet them. But if the growth of leadership is an outstanding



achievement of extension it is because the Extension Service is an organization of few rules and encourages individual initiative. If and when a program is initiated at the top, or State level, it is, in general, an outline only, with the outline passed on to people for their inspection and completion, according to needs.

If we would think of leadership as a natural and necessary accompaniment of all Extension work we might be less troubled by the term leadership, and we would not hear comments such as that spoken to me last night by a thoroughly able and alert specialist: "I am looking forward to your talk tomorrow on leadership because I just don't know anything about leadership." The term, rather than its true meaning, had confused the issue. We need to simplify our own understanding of the meaning of leadership. We may have dressed up leadership in too many clothes, so that we do not recognize the old friend in "the new look" we try to make it wear today. Developing leadership is only utilizing latent talent in each community, in the promotion of rural betterment.

We have spoken of "employed" leaders and voluntary leaders. Dr. Ensminger says. "The crucial point of any program is the 'jump' from paid to the voluntary leaders."

There are several means of securing greater cooperation and bridging the gap between professional and lay leaders.

- A. See that the people are currently informed about the purposes and nature of the program.
- B. People must see how they and their community will benefit from the program.
- C. Insist that the people supposed to participate in the program have some part in deciding how the program will be carried out in their community.
- D. See that members have a continuous feeling of accomplishment.
- E. Expect some lagging of interest.
- F. Of strategic importance is the choice of local leaders.

#### Is Volunteer Leadership Important in Extension Work Today?

The great variation in interpreting the meaning of the term "leader" affects the reports made by States. For example, some count only the appointed leaders; others include as leaders the officers of clubs and councils. But let us look at the 1946 statistical report to note the summarized reports received from all States:

In 4-H work the number of leaders increased 11% over the previous year; the total attendance at leader training meetings increased 65%. In 1946 177,690 local leaders assisted with 4-H clubs in the U. S. and 584,103 leaders attended local leader training meetings. According to that same summary report, Georgia had 8,089 leaders, Florida 2,066, South Carolina 1,892, with Georgia having an average of 3.3 leaders for each 4-H club, Florida 1.9 leaders, South Carolina 1.3. The 1947 reports probably show considerable increase over these 1946 summaries.

In organized clubs for adult women, we find 422,465 volunteer leaders served in organized home demonstration clubs as chairmen or leaders, or an

average of 3 local leaders per 100 rural families in the U.S.A. Of this number 194,110 leaders serve in the Southern States, or an average of 3.4 leaders per 100 rural families.

Key farmers and agricultural leaders serve in leadership capacity in all communities, as all extension agents know, but which is not specified in the annual report. The above figures indicate we have leaders and we here know we need more. Where shall we find them?

Selection of Leaders - Leaders are both born and made. We cannot always wait for nature to give us our leaders. "It may be important that we see leadership in terms of functions to be performed in helping groups to grow and to operate productively, and not in terms of qualities inherent in certain persons." Sometimes our trouble in finding leaders lies in the fact that we try to judge volunteer leaders by the standards rightfully maintained for professional workers. Sometimes the members of a group find it hard to distinguish between persons they like or dislike and persons with abilities to do the job. Sometimes we never get around to asking people to become leaders in their neighborhood. Following are a few questions one might ask in selecting leaders:

1. Are they persons really interested in helping with the work?
2. Can they do the work? (Leaders need a large amount of practical experience.)
3. Are they willing to learn more?
4. Are they recognized as leaders or potential leaders by their neighbors? (Do not forget character standards.)

To assure maximum motivation, the people we select as leaders must be the ones the people look to for leadership. Certainly within every neighborhood or community there are people who do have greater influence over the thinking and behaviour of others. It is an extension job to find these people. It is well to remember that the best leaders are not necessarily the most articulate, nor the persons who come to the extension office the most frequently.

Response and acceptance are what extension workers want, and can be assured only through leaders who have real influence and who learn to carry out their responsibilities effectively. We may need and probably have functional leaders and opinion leaders; some create interest; some get the job done. We need to use both formal and informal relationships in getting people to do basic thinking and to get action. After all, a meeting (formal) only facilitates crystallizing the ideas discussed in informal channels. According to the 1946 statistical summary report, the average adult volunteer leader influences 12 other families.

In selecting leaders we can use three checks -

1. What factors tend to make leaders successful?

Giving time enough to the work  
Continued service  
Participation in a training program.

2. Certain personal qualifications or characteristics which, according to a criterion set up by home demonstration club women themselves, would include friendliness, not inquisitive, enthusiastic, loyal, tactful, courteous, healthy, sympathetic, tolerant, sincere, capable, dependable, creative, knows organization, etc., etc.
3. Methods of selecting leaders - by

Extension agents  
Group to be led  
Volunteers  
Committees

In making a choice of leaders it is only common sense for the extension agent to know what relationships the prospective leader has with the group and also with families not members of the group. We need to study whether leaders from a specific socio-economic group are looked to for leadership from those in other groups. The sincere leader can have no thoughts of "uplift" if successful work is to be done. Rather, leadership can come only through a sincere wish to be of service, and has its costs, usually far more than offset in value by compensations received.

Dr. John R. Mott, internationally known Christian leader and winner of the Nobel Peace Prize for 1946, recently gave a lecture at John B. Stetson University, DeLand, Florida, as a part of that institution's purpose of "enlarging the vision of our young people," Dr. Mott's address bore the title "Leadership Demanded for This Momentous Time." The question is asked by Dr. Mott: - Are we willing to pay what it costs to be really effective leaders? And Dr. Mott reminds us -

Leadership costs Thoroughness  
Leadership costs Study : First ponder, then dare.  
Leadership costs Intensity  
Leadership costs Steadfastness  
Leadership costs Vital energy  
Leadership costs Loneliness. "He trod the wine press alone."

A life of reality is required in one who would lead an enterprise. "A man must serve if he would lead."

These words of Dr. Mott might well be the guide for all specialists in studying their part in selecting volunteer leaders and in assuming their proper place as leaders themselves. Leadership does cost, but the returns are great.

Determining the Job of a Leader - Here careful thought is necessary. We must not permit any feeling that leaders are doing the job voluntarily that the extension agent is paid to do. There must be understanding of leadership opportunity and responsibility for themselves. We need to review questions such as: What do leaders do now?

Chore jobs - teaching jobs - group leadership.

How much time does performance of duties require?  
 What duties are most difficult for leaders?  
 What do leaders like and dislike about their duties?

We need to ask some significant questions about plans ahead.

Does the job lend itself to some kind of definite action by leader?  
 Is the job important - does it challenge the leader?  
 Does the leader understand extension work, its purpose, functions, etc.?  
 (Here is a place for training!)

What kind of help or training can we give the leader to help her do her job satisfactorily to the leader and to extension?

We extension workers have not always thought over what specific things we are asking leaders to do. Sometimes we have expected too much for the time and effort the leader can invest. We have not always made clear to the leader what is expected, and set up limitations of responsibility and surveyed the results expected. Extension agents have made mistakes -- with sins of omission and commission -- in all the areas suggested above, but in spite of them a great service has been given by volunteer leaders and by the men and women of extension in developing leadership among people. Parents of 4-H members deserve special commendation for their attitudes as leaders of their children in encouraging their membership in 4-H work.

The responsibilities of specialists in selecting the leaders and determining their job probably is indirect but should be considered in discussions with the county and other state workers.

Training Local Leaders - We extension workers must recognize that the leader has a right to make mistakes. Leaders, like extension agents and club members, learn by doing. We have already said it is essential for a leader to have a goodly store of practical information. The extension worker then is responsible for helping these volunteer leaders understand why the program is undertaken and to gain facility and confidence in how to do what is expected of them as leaders. For lack of a better term, we have called this "leader training," but training of leaders is not always given in formal programs. The following teaching methods for training and developing leaders have proved successful:

A. The Clinical Approach.

1. Using group methods for helping leaders to analyze their problems and to see their opportunities, as well as discussing ways of overcoming resistance they may find.

B. The Use of Demonstrations - in such matters as:

1. How to conduct effective meetings
2. How to share useful information with others (how to teach)
3. How to develop new leaders.

C. Survey and Analysis of Situations to Find the Answer to such Questions as:

1. Kind of meetings necessary to put over good programs.
2. How other leaders functioned in comparable situations.
3. What people are not being served and whom they look to for leadership.
4. What needs do people express? What new methods are suggested to meet these needs?

D. Individual Contacts.

1. Systematic visits with leaders to help analyze problems, give encouragement and to pick up tips on what is needed to give greater push to the program.
2. Systematic discussions with cross-section of population to determine effectiveness of program in reaching all people, and to discover unused leadership available.

If the above suggestions are sound, the specialist has a great opportunity to train the extension agents in techniques for training leaders so leaders will know what and how to teach others effectively. The specialist can work with agents in determining suitable responsibilities of subject matter or activity chairmen, help to assemble useful information for use by the leaders, all the time thinking in terms of the leader's own growth and development. Remember, "The size of a man's acres is in direct ratio to the size of the man who operates them."

How much time do extension agents spend in training local leaders? No definite answer seems to be available, but the recent study on How Home Demonstration Agents Spend Their Time showed that county home demonstration agents stated they averaged two hours per week in training leaders. This seems low, if all means of training are included. How much time do specialists spend? The policy in our State is to expect the specialists to train the extension agents so the agents in turn will be prepared to give more effective help to leaders who wish to serve others. We do not plan for the specialists to train leaders directly, although the specialist does work with the agents in presenting training plans to leaders, thereby helping the agent in improved techniques of leadership training, which she has a right to expect from the specialists.

Keeping Local Leaders: Recognition: Maintaining Morale:

So far, all extension agents have not learned the answer here, but we do recognize some factors which influence leaders to remain as leaders; leaders report they gain the following satisfactions from their work as volunteer leaders:

- Service to others
- Opportunity to meet people and take trips
- Personal help from information, valuable to themselves.
- Opportunity for personal growth
- Expressions of appreciation and public recognition.

I am inclined to think the extension workers fail most in finding ways to

give enough public recognition to the values of the leaders' contribution in this work. The specialist needs to help study this program and make recommendations to correct the weakness.

Summary - We have attempted this morning to summarize some points on volunteer leadership, under the points:-

Who are the leaders - and how are they secured?  
 What do they do and give?  
 How are they trained?  
 What do they get?

Dr. Edmund de S. Brunner reminds us: "Sometimes the extension agent can use existing situations and readily gain acceptance for a needed program. Sometimes he must strengthen the community itself before he can begin to work to secure the main objectives.

"The plan of volunteer leadership is good, but improvable. It is a tested tool ready at hand for the Extension Service to use in its own indispensable leadership within one of the most strategic and important areas of the defense of our precious way of life -- the area of agriculture and rural living."

So the challenge is offered to specialists and all other Extension Service workers - How much can I do to help "the man grow faster than his crop?"

## EXTENSION ORGANIZATION AND ADMINISTRATION

By

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Extension has made a phenomenal growth in its more than third of a century of development. It is a wonderful system, the more wonderful because it is so decentralized and because its direction and administration are so autonomous in the States and counties. But the general principles are right and they are followed well, despite the many and greatly varied situations and conditions in the States and counties. Today the system stands as an example to the world of a democratic cooperative system of practical education which has helped tremendously in building up agriculture and home and community life. We are all proud of our association with it.

Just how big is the system? For the fiscal year ending June 30, 1948, the total national budget for extension is \$58,463,459.30. Of this, \$27,456,763.06 is of Federal origin, \$31,006,696.24 is contributed by the States and counties. For the first time, the funds from the latter sources exceed those of Federal origin. The latter may be increased for the next fiscal year if the House action of adding \$2,000,000 to the present budget is approved.

Of the non-Federal funds, \$17,174,962.85 are contributed by the States, \$12,268,128.27 by the counties.

Twenty-five states each now have a total budget of over one million. Texas leads with \$2,042,009.86; New York is second with \$1,866,899.55. The latter figure is all the more astonishing because New York has only 56 counties. Twelve of the big budget States are in the South.

Of the total for the U. S. \$10,935,553.50, or 18.7 per cent, is budgeted for specialists; 34.4 percent is spent at the colleges; and 65.5 percent in the counties.

As of September 30 our records show a grand total of 11,289 extension workers. These are listed as follows:

Directors and Assistant Directors	115
State Supervisors	139
Assistant State Supervisors	488
Specialists	1,876
County Agents	2,962
Assistant County Agents	1,464
Home Demonstration Agents	2,326
Assistant Home Demonstration Agents	612
County Club Agents	476
Assistant County Club Agents	94
Negro Men Agents	361
Negro Women Agents	376

There are 3,107 counties in the United States.

How far do we still have to go to get a more complete system? There are still about 750 counties without home demonstration agents. We could use at least that many more assistant home agents. There is room for at least 1,000 more assistant county agents or 4-H club agents to help with urban 4-H club work. Undoubtedly, there is need for additional specialists - but more of that later. At present the ratio is one specialist to every 4.6 county extension agents or assistant agents.

During the years that the Bankhead-Flannagan funds were available 2,200 new county extension agents or assistant agents were added to the rolls. There would have been more but men and women fitted for the work could not be found and the States turned back last fiscal year something over \$1,000,000 because of this.

How shall the extension staff be organized? Ideally, each State should organize a State extension and agricultural development program first and then select the staff accordingly to carry out that program; but few if any States have been able to do this. The program tends to be a project affair, each project standing pretty much independent of another. The director is subject to pressure by special interest or commodity groups or by departments in the college which want to be represented in extension.

The Basic Problem Approach. - The development of great agricultural policies of attacking major agricultural, home and community problems, and the use of agencies and resources outside the college, is just beginning. This and the coordination of the specialists' efforts are two of the greater challenges before every extension director, and every dean and president. Let me be a little more concrete about this somewhat later.

We in extension can also be a great deal more united on the basic aims of extension. The very successful administration workshop held in Madison, Wisconsin, in 1946 attended by directors and assistant directors from about 35 states, agreed upon the following set of objectives. I think they represent a pretty good coverage. At least they show how much extension has broadened its scope of endeavor.

#### "MAJOR OBJECTIVES OF THE EXTENSION PROGRAM

"The ultimate objective towards which extension work is directed is more fruitful lives and better living for all people. Efforts of the Extension Service to attain this objective include:

1. Improvement of the economic, social and spiritual well-being of the farm family.
2. Improvement of farm income through the application of science and farm mechanization.
3. Encouragement of (or helping) people to be wiser consumers.
4. Improvement of health through better nutrition and more adequate health facilities and services.
5. Improvement of family living through better housing, rural electrification and more adequate labor-saving equipment.
6. Improvement of educational and recreational facilities for the home and the community.
7. Development of a better understanding of and more effective participation in community, State, national and international affairs to the end that constructive policies may be determined.
8. Improvement of the conservation of resources so that future generations also may have a good living and the general welfare be thereby safeguarded."

Now what about the State and district agents? Where do they fit in? I think they hold a key position in the whole extension structure. They are far more than trouble shooters and scouts for the director, and more than obtainers of appropriations from county boards. The district agents' primary responsibility is to see to it that the county extension agent makes good, is a successful agent, one who builds up the agriculture and home making of the county. In order to do this the supervisor (so called) must see to it that the county exten-



sion agent has or does:

1. A sound program of work based on fundamental needs and developed by the people.
2. Builds plans of work using a variety of means and agencies to the end that measurable progress is made every year in getting people to adopt successfully the various parts of the program.
3. Organize his work so that a representative group of local people support the work and take responsibility in carrying it forward.
4. Gets the help and instruction from the specialists and other district agents most concerned in carrying on programmed and organized work.
5. Has good public relations sense and acquaints and wins over the general public to the problems of the county, the county program and what is being done, and wins friendship for not only agricultural needs but for the efforts and work of college, extension and the Department of Agriculture.

The state and district agents must know their agriculture, their home making and rural youth, county by county, so that they can guide not only the county agents but also the specialists in developing and working on programs and plans that will win results. I think, therefore, in the interest of coordinated work, that the agricultural specialists, while responsible to the director as all extension workers are, have a very definite responsibility to the State and district agents just as the women specialists are responsible to the State leaders of home demonstration work.

The director of extension has the heaviest and widest range of responsibilities. These include organization, personnel selection and management, policy determination, program determination, evaluation, finance, relationships, reporting to officials and the public. I won't go into detail about these except in the responsibility of the director with respect to developing the most meaningful programs. So, with your permission, I will read from a talk I gave at an annual extension conference of one of our Western states last December. In this talk I tried to point out some of the new challenges and opportunities which now face extension.

Extension has won the fine position it now holds because of the spirit and devotion of its many thousand workers and the support, help, and leadership of many more thousand volunteer leaders. Extension has always stood for service to the people, service based upon science in agriculture and home economics, blended with grass-roots recognition of local situations and needs. It has taught millions to approach their problems scientifically. Tremendous progress has been made in the efficiency of production and marketing. Great strides have been made not only in improving homemaking skills and practices, but also in developing wider understanding of the broader problems of a more satisfying home, family, and community life. Nearly two million boys and girls are enrolled under the 4-H banner, and they are obtaining new appreciation and new

knowledge of farming and homemaking, and preparing themselves for effective, satisfying living. They, and the millions of rural people, with extension leadership, responded wonderfully to the many and varied calls to help the Nation meet wartime needs and emergencies.

Now what's ahead? Now, after two years since the close of the war shall extension go back to the type of programs of old. Are we limited to service to individual farmers and homemakers, to extending the old and the new better practices that college, station, and Department develop from time to time? Do the years of adjustment, economic, social, and political, present new challenges, new opportunities to extension and, of course, to the college? What are some of our rural leaders, many of whom have been developed by extension, thinking about? What are some of the problems ahead which they see and are talking about?

The basic Smith-Lever Act defines cooperative extension work as follows: "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 such persons information on 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."

This for a third of a century has been the charter for extension work. It has been quoted again and again. But after these many years some of us are wondering whether we are taking this definition too literally. As a result, extension perhaps too often concentrates on better practices only. Extension programs come to be a collection of highly specialized projects. Each is independent of the other with perhaps too little relation to some basic and major problems. And there is very little coordination and little concentrated attack on such problems. The basic definition still holds. But in this day and age, we have need to go beyond the letter and yet stick to the spirit of this definition.

We all realize that extension will always need to advance better practices and to help rural people with the thousand and one old and new problems of production and homemaking. But the question immediately before us, and before our presidents and deans is, Are we big enough now to grasp the opportunities before us and join with rural leaders in tackling some of the larger problems facing agriculture? Shall not college, research, and extension work together with rural leaders and help meet the challenges and needs of today? Shall we not capitalize on the confidence, prestige, and leadership extension has won, and go on to bigger fields? Shall we all not broaden our aims, enlarge our objectives? Or are we afraid to enter the great area of public problems and public policies, problems that may concern the entire public of a State and not only agriculture? Shall we dally because pioneer educational work in these fields, arousing interest and support of the whole body politic, may bring college and extension in too intimate contact with controversial problems, and the so-called "interests." Is it not safer all around if we stick to bulletins and texts, proved facts, and follow the beaten path that has brought us where we are?

No, not if we believe that agriculture is the lifeblood of city, State, and Nation. No, if we believe in leadership. No, if we can only realize that we have even greater opportunities for leadership, if we will only act. No, if we will recognize some of the big problems that need leadership. No, if we will study and work on the basis of facts. No, if we see our true place in education in its most helpful aspects.

Lest you think that like some preachers, I am concerned with denouncing sin and not enhancing virtue, let me say that we are making progress. One of the outstanding features of the recent meeting of the Association of Land-Grant Colleges and Universities was the symposium on the long-range agricultural policy for America. Noble Clark, of Wisconsin, long a leader in arousing interest in public policies; H. R. Wellman, director of the Giannini Foundation; G. W. Aull, head of the department of economics and rural sociology of the Clemson Agricultural College; H. C. Ramsower, director of Extension in Ohio; and O. B. Jesness, chief of the division of agricultural economics of the University of Minnesota, were the speakers. I wish all of you could read the talks given by these leaders. I won't take time to quote.

What progress are we making in extension in attacking larger problems? During the last three years, State leaders of county extension agents, supervisors if you like that designation, have given increasing attention to developing more significant extension programs. First came a committee of State 4-H Club leaders representing the four regions, who developed the increasingly better-known 10 guideposts of 4-H Club work. These guides are of tremendous significance and are greatly influencing the development of 4-H programs that reach more deeply into the problems of youth in preparation for life and entrance in the great society.

Next come the recommendations of a national committee of State leaders of home demonstration agents. I personally get a great uplift, great confidence in the future of extension, every time I read the recommendations of this fine committee. The group said, in part: "The subcommittee on major problem analysis pointed out some rural policy and public problems which need to be considered from local, national, and international viewpoints. Included are better understanding of the efforts being made for world peace, such as the programs of UN, FAO, UNESCO, juvenile delinquency, health, schools, spiritual welfare, public facilities, and civic improvement. Stress is also placed on the need for teaching emotional and mental stability. Farm home planning, consumer education, and housing, likewise, were suggested as problems needing much attention, and very particular emphasis was placed on the need for attacking problems of disease, medical care, and hospitalization.

"In the report of the subcommittee on the consideration of policies and procedures, this significant statement appears: "Those who administer the programs must realize that program content will continue to be based on current problems and situations and long-time objectives rather than on fixed projects."

Then came the recommendations in the field of programs made by a national committee of State leaders of county agricultural agents and assistant directors. Perhaps this group went further into the field of agricultural policy. Anyway, they pointed out the responsibilities of the college and extension in

developing programs based on policies and larger problems. Let me quote:

"Since the director of extension is responsible for initiating State programs for the welfare of rural people, it is recommended that he take appropriate action in each State to bring about:

1. The establishment of a joint committee of research, teaching, and extension personnel to compile historical, resource, and scientific information for use by rural people in developing policies and programs affecting agriculture and rural living.
2. The establishment of a State committee of lay people to work with research, teaching, and extension personnel in the development of State policies. These policies should be the basis for developing State and county programs. Such policies and programs should be published and given wide distribution.
3. Acquaintance of State groups, agencies, and organizations with the policies and programs proposed and an assembling of information about what each will do to carry out the proposals.
4. Designation of a person or persons from his staff (if director does not wish to act in this capacity) to have responsibility for the advancement of those phases of the State policy with which Extension is concerned. To assure success the person or persons designated should have administrative authority commensurate with the responsibility they are expected to carry."

You will see that I am confident that extension will assume the responsibility of studying larger problems and arriving at public policies. Certainly you here with your able leadership, your known interest in going beyond teaching only better practices, your experience in working with people locally in agricultural development, indicate that you are "on the beam." You are concerned increasingly with the problem approach and not merely the project approach. You recognize that in the West we must consider such large problems as:

- Irrigation development
- Land classification
- Land settlement
- Rational forest management and use
- Rational soil conservation
- Rational range management
- Roads
- Tax equalization
- Farm mechanization
- Developing agriculture in terms of foreign and domestic markets
- Introduction of new agricultural industries
- Health, medical facilities, disease control
- Mental and emotional instability
- Consumer and producer education

Land policies  
 Subsistence farming  
 Farm marketing policies  
 Better educational facilities  
 Developing better homes by means of increased farm incomes  
 Foreign relief and rehabilitation  
 World policies  
 Public works programs  
 Community recreation  
 Adjustment in Federal Programs to meet State situations  
 And many others.

now -- please understand me. I am not advocating a complete revolution in extension program making. What I am saying is that the time and opportunity are here for extension to begin to meet some of the larger problems. And I believe that the county extension agent who now includes, say, just one or two of these in his program, will really leave his or her mark on the county's agriculture.

#### ADMINISTRATIVE SUGGESTIONS FOR SPECIALISTS

By

H. G. Clayton

Director, Florida Agricultural Extension Service

Extension work is at a high point at this time.

- (1) Team Work--is the key to much of the success of Extension work. We must have team work to a high degree for success.
- (2) Expenditures have increased and we must produce accordingly and proportionately. In 1923 extension had 4,564 employees and funds from all sources were \$18,821,144. In 1948 the number of employees and funds from all sources have practically trebled.
- (3) Strengthen 4-H club work--we must be eternally and diligently at this job.
- (4) It is essential that we maintain good relationships and contacts with other agencies and with other groups in addition to our agricultural contacts and relations.
- (5) The Extension Service must maintain a well adapted, constructive, aggressive program and must be eternally busy tending to the business of furthering its own program. This will leave little time to meddle in affairs of other people and of other agencies. If extension programs do not cover the field we can expect other agencies to come into the field or existing agencies to cover more territory. The programs must be versatile and abreast of the times. Extension work was started in the South as an emergency measure to combat the ravages of the cotton boll weevil. When

emergencies arise they must be met by existing agencies or new ones set up. Extension people should keep this in mind.

### ADMINISTRATIVE SUGGESTIONS

Specialists should realize fully the administrative implications at all levels.

- (1) National--We are part of a national extension organization and of the USDA, and of the land-grant college system. We should understand the broad policies and our obligations to each segment.
- (2) State--We are a part of our own State land-grant college. Its president and the related branches or divisions have policies which we should understand as extension workers.
- (3) State Extension Service--This is our own organization, with our own director and administrative people and with its own county organizations. We must understand the general policies and are obligated to promote the general welfare at all levels.

With extension, as with other organizations, the organization reflects the people who comprise it. How they conduct themselves while on duty and off duty reflects to the credit or discredit of the organization.

From Outside we can strengthen our organization by attention to details. Use care in preparation of letters, press articles and in speeches. Make them all reflect credit to the organization you represent. You serve as an example and people judge an organization by its representatives with whom they come in contact.

From Inside the prompt handling of your work, plans of work, reports, assignments and duties tends to strengthen the organization.

We inherit certain extension philosophy, tradition, and experience. Dr. Knapp had a vision, he was also a hard worker, a good judge of human nature, a man of good common sense and one possessed of high ideals.

Dr. Knapp said-- "It is not the man who knows the most who is most successful but the man who imparts an implicit belief in his message."

#### What makes administration easy and effective?

To have a staff that is composed of top flight people and to delegate the work and responsibility to them. By top flight people I mean, informed, well trained and experienced people who are loyal, active and enthusiastic workers and who possess poise and good judgment.

To have and to maintain a staff of this kind means that a training program is essential and that young people with the right background and outlook must be constantly fed into the organization. Salaries and security must be comparable with other types of employment with similar responsibilities.

There is no group of workers that I know of which has wider latitude and less restraints than extension workers. The general policy has been to give the individual worker lots of opportunity to carry on his or her work to a large extent as he deems best and much as he desires. Under this system we must stick together and be vigilant to handle our own assignments promptly and efficiently and always be prompt to do and say the things that will help our fellow workers at all levels to handle themselves and their work according to our best traditions and standards.

WHAT THE



WORKSHOP  
GROUPS  
EVOLVED



## WORK GROUP REPORTS

### GROUP I

#### HOW EFFECTIVE ARE WE - EVALUATION

Evaluation is a way of determining what is actually accomplished. It is one of the important jobs of the Extension worker. Anything taught by an extension worker can be evaluated. It is important that extension workers follow a program that meets the needs of the people. Opinions and guesses are not sufficient evidence to continue a procedure when the results may be questionable as to whether these needs are being met.

Many Extension workers are in positions where demands for services are greater than can be met. In such situations the workers devote all their time to meeting these requests. They have little or no time to think about what they are accomplishing.

The problems of extension teaching are complex and one cannot tell what has been accomplished without some reliable way of checking to see if the desired results are obtained.

#### PURPOSES OF EVALUATION

1. To help the extension worker check the effectiveness of his teaching in order to improve his work.
2. To determine if the results justify the time spent on a piece of work.
3. To determine if the right program is being followed.
4. To help in making future plans.
5. To determine the success or failure of a specific piece of work, and the reason why.
6. To determine if certain information was obtained by the farmers from the Extension Service.
7. To help us limit our objectives to what we can actually accomplish.
8. To help us see our objectives more clearly.
9. To help us look at objectives critically.
10. To help measure accomplishments in terms of objectives.
11. To help determine the present situation in county or state.
12. To provide a report to the public.

There are a number of methods of evaluation which may be used by extension workers. To evaluate an activity, a definite procedure should be followed. In making a detailed plan for evaluating an activity, our group worked on 3 projects using the following outline:

Steps to be followed in making an evaluation:

- I. What do you want to evaluate? (What project, activity, method, etc?)  
What is it you want to know?
- II. What is the objective (purpose, aim, goal) of that which you wish to evaluate?
- III. What evidences of its success or failure will you look for?
- IV. From whom will you get these evidences?
- V. How will you get these evidences?
- VI. Of what use will the information be to you after you get it?

EXAMPLE NO. 1

I. What do you want to evaluate?

The effectiveness of teaching farmers how to establish permanent pastures in South Carolina.

II. Objective of program:

- A. To help farmers to produce cheapest feed on the farm through permanent pasture. (Permanent pasture is the cheapest feed which can be produced.)

1. What was taught.

- a. Selection of best adapted soils to produce grasses and legumes.
  - (1) Select a moist bottom or upland soil.
  - (2) Select a soil which has a clay subsoil within 18" to 24" from the surface.
  - (3) Select a soil which is above average fertility.
- b. How to prepare a seedbed.
  - (1) Remove brush, disk, and pulverize.
  - (2) Apply fertilizer - 500 lbs. 3-12-12 per A.
  - (3) Apply limestone and/or basic slag according to soil test.
  - (4) Incorporate fertilizer, lime and/or basic slag in soil.
  - (5) Firm seed bed with cultipacker.
- c. Kind, amount, treatment, and when to seed.
  - (1) For bottom land:
    - (a) Dallis grass 12 lbs. per A.-seeded in spring.
    - (b) White clover  $1\frac{1}{2}$  lbs. per A.-seeded early spring or fall.
    - (c) Ladino clover  $1\frac{1}{2}$  lbs. per A.-seeded early spring or fall.

- (d) Common or Kobe lespedeza 15 lbs. per A - seeded in spring.
  - (e) Inoculate clovers with 4 to 5 times amount recommended on container.
  - (f) Broadcast seed on firm seedbed and firm again with cultipacker.
- (2) For upland:
- (a) Bermuda grass sprigged; and seeded to 25 lbs. per acre of common or Kobe lespedeza.

- d. Proper management of permanent pastures.
  - (1) Do not overgraze.
  - (2) Do not undergraze.
  - (3) Mow pastures three times during the year to control noxious weeds; if necessary

## 2. Methods Used:

- a. Method demonstrations.
- b. Field meetings and tours held at result demonstrations.
- c. Other meetings.
- d. Farm visits.
- e. Radio.
- f. News articles.
- g. Circular letters.
- h. Contests.
- i. Bulletins, circulars and leaflets.
- j. Farm magazines.
- k. Exhibits and other visual aids.

## III. Information needed:

- A. Number of farmers who have established permanent pastures in 1947-48.
- B. Number of farmers who did one or more of the practices taught in 1947-48.

## IV. From whom will you get this information?

- A. Survey through random sample of farmers establishing permanent pastures in 1947-48.

The evaluation will be made on a State-wide basis in South Carolina. The 46 counties will be listed alphabetically. From the total number of counties listed, only six will be selected by the sampling procedure. A table of random numbers will be used.

In each of the six counties there is a list of farmers. The farmers on this list will be mailed a card to determine if they established a permanent pasture in 1947-1948. The names of those farmers having established pastures in 1947-48 will be listed alphabetically for each county selected. From this list will be drawn 100 names (from each county, making a total of 600 names), using the sampling procedure.

V. How will you get this information or these evidences?

The data for the evaluation will be taken from the farmers whose names are on the selected list, by county agents, specialists and trained leaders. The interview method, with the following questionnaire, will be used:

QUESTIONNAIRE

Permanent Pasture Established 1947-48

- Name \_\_\_\_\_ County \_\_\_\_\_
- Address \_\_\_\_\_ Date \_\_\_\_\_
1. What kind of soil did you select: a. Upland \_\_\_\_\_ acres  
b. Bottom land \_\_\_\_\_ acres
2. How deep is it to the subsoil? \_\_\_\_\_ inches.
3. What does the soil test show:  
a. Acidity \_\_\_\_\_  
b. Phosphorus: \_\_\_\_\_ low \_\_\_\_\_ medium \_\_\_\_\_ high?  
c. Potash \_\_\_\_\_ lbs. per acre
4. How was seedbed prepared? \_\_\_\_\_
5. What kind of fertilizer was used?  
a. \_\_\_\_\_ kind - amount in lbs. per A. \_\_\_\_\_  
b. \_\_\_\_\_ kind - amount in lbs. per A. \_\_\_\_\_  
c. Where did you get the idea of using this? \_\_\_\_\_
6. Was limestone used? Yes \_\_\_\_\_ No \_\_\_\_\_ Amount per acre: \_\_\_\_\_
7. Was basic slag used? Yes \_\_\_\_\_ No \_\_\_\_\_ Amount per acre: \_\_\_\_\_
8. Were fertilizer, limestone and/or basic slag worked into soil? Yes \_\_\_\_\_ No \_\_\_\_\_
9. How was seedbed packed? \_\_\_\_\_
10. List seed used, and time of seeding:  
a. \_\_\_\_\_ amount per A. \_\_\_\_\_ lbs. \_\_\_\_\_ time  
b. \_\_\_\_\_ amount per A. \_\_\_\_\_ lbs. \_\_\_\_\_ time  
c. \_\_\_\_\_ amount per A. \_\_\_\_\_ lbs. \_\_\_\_\_ time  
d. \_\_\_\_\_ amount per A. \_\_\_\_\_ lbs. \_\_\_\_\_ time.
11. If clovers were seeded, how much inoculant was used: (Check only one)  
a. Amount recommended on container \_\_\_\_\_  
b. Twice the amount \_\_\_\_\_

- c. Three times the amount \_\_\_\_\_
- d. Four times the amount \_\_\_\_\_
- e. Five times the amount \_\_\_\_\_
12. Was soil packed after seeding: Yes \_\_\_\_\_ No \_\_\_\_\_
- a. How was it packed? \_\_\_\_\_
13. Does pasture appear (to be observed by interviewer)
- a. Overgrazed \_\_\_\_\_
- b. Undergrazed \_\_\_\_\_
- c. Just about right \_\_\_\_\_
14. How many times was pasture mowed during year? \_\_\_\_\_
15. Where did you get the idea of establishing a permanent pasture? \_\_\_\_\_

VI. Of what use will the information be after you get it?

1. It will be used to show how many farmers have established a new pasture in 1947-48.
2. It will be used by the specialist to study his own teaching methods and determine how effective were these methods.
3. It will be used to determine what improvement in his program can be made when formulating plans for the year ahead.
4. It will show what practices are being carried out and what are not being carried out.
5. The data can be used to report accomplishments to the farmers themselves.
6. Can be used as definite figures to procure funds.

EXAMPLE NO. 2

EVALUATION OF A SPECIALIST'S ANNUAL NARRATIVE REPORT

Introduction

Evaluation is one of the important jobs of the extension specialist. Unless he is able to appraise his accomplishments in a reliable way, little improvement should be expected in his work. Evaluation may be used as the basis for improvement.

Sometimes specialists are developing such good programs that it is very



- a. Health - - - - - Yes  No
  - b. Increased Income - - - - - Yes  No
  - c. Better agriculture - - - - - Yes  No
  - d. Better homemaking - - - - - Yes  No
  - e. Improved boys and girls - - - - - Yes  No
  - f. Better rural living - - - - - Yes  No
4. Does the report show how the work was carried on - the teaching methods employed? - - - - - Yes  No
5. Does the report indicate cooperation with:
- a. Other extension workers - - - - - Yes  No
  - b. Other public agencies - - - - - Yes  No
  - c. Commercial interests - - - - - Yes  No
  - d. Local leaders or rural people - - - - - Yes  No
6. Does the report indicate how the next year's work can be strengthened in light of the current year's experience? - - - - - Yes  No
7. Are significant individual or human interest stories included? - - - - - Yes  No

MECHANICAL MAKEUP OF NARRATIVE REPORT

1. Are there headings and sub-headings? - - - - - Yes  No
2. Do the headings tell something definite? - - - - - Yes  No
3. Are there short paragraphs? - - - - - Yes  No
4. Are there good margins? - - - - - Yes  No
5. Are statements concise, definite? - - - - - Yes  No
6. Are pictures used? - - - - - Yes  No
- a. Do the pictures tell a story? - - - - - Yes  No
  - b. Are descriptive legends included with pictures? - - - - - Yes  No
7. Are a few outstanding circulars included in appendix of report? - - - - - Yes  No
8. Are a few newspaper clippings included in appendix of report? - - - - - Yes  No

- 9. Are maps showing locations of projects or groups used in the report? - - - - - Yes      No
- 10. Are charts showing trends used? - - - - - Yes      No
- 11. Are tables used to stress accomplishments? - - - - - Yes      No
- 12. Are actual figures used in the report instead of such words as "few," "several," or "great number"? - - - - - Yes      No
- 13. Is there a title page? - - - - - Yes      No     
  - a. Does the title page give:
    - Name - State - and date of report? - - - - - Yes      No
    - b. Is there a table of contents? - - - - - Yes      No
    - c. Is there a summary sheet giving highlights of accomplishments? - - - - - Yes      No

- V. Of what use will the information be to the specialist after he gets it?
- 1. The main use will be to have a basis to improve future reports.
  - 2. The information will be helpful in evaluating the specialist's actual work.

VI. Rating of report

For content of report:   1    
 Excellent - Good - Fair - Poor

For mechanical makeup of report   2    
 Excellent - Good - Fair - Poor

- 1   If all items are checked yes, rate report Excellent.  
 If 10 items are checked yes, rate report Good.  
 If 7 items are checked yes, rate report Fair.  
 If less than 7 items are checked yes, rate report Poor.
- 2   If all items are checked yes, rate report Excellent.  
 If 12 items are checked yes, rate report Good.  
 If 10 items are checked yes, rate report Fair.  
 If less than 10 items are checked yes, rate report Poor.



EXAMPLE NO. 3

## THE HOME VEGETABLE GARDEN IN PUERTO RICO

I. What to evaluate -

The effectiveness of teaching rural and urban people how to grow a home vegetable garden in Puerto Rico.

II. What the objective is -

To assist rural and urban families to grow vegetable gardens.

1. What was taught -

- a. Prepared two plans: one for a garden in urban areas and the other for rural areas.
- b. Location of the garden -
  - (1) Near the house
  - (2) Away from shade of trees and buildings
  - (3) Near to water supply
  - (4) Protected from domestic animals
- c. Soil and soil preparation -
  - (1) Select well drained and fertile soil
  - (2) Clean out weeds and spade 8" to 10" deep
  - (3) Rake and pulverize well
- d. What vegetables to grow -
  - (1) Select those which you like best; tomatoes, peppers, lettuce, snap beans, cabbage, okra, sweet corn.
  - (2) Select also some of those high in minerals and vitamins; carrots, Swiss chard, broccoli, beet tops, lima beans, sweet potatoes.
- e. Where to find seed -
  - (1) Vegetables that produce seed in Puerto Rico; tomatoes, peppers, lettuce, snap beans, okra, sweet corn, lima beans and sweet potatoes.
  - (2) Select the best and ripe fruits, pods and ears from healthy plants and use them for seed.
  - (3) Buy other seeds from seed houses in the United States. Extension and home demonstration agents will help make the order.
- f. Fertilizer to use -
  - (1) Save the manure from the cows, chickens and pigs and use it to fertilize the garden.
  - (2) Use commercial fertilizer, formula 8-12-10 if manure not enough
  - (3) Apply all manure you can get at time you prepare the soil, mixing it well with the soil.
  - (4) Apply fertilizer at planting and sowing of seeds - 5 lbs. for every 100 sq. ft. of space.
- g. Preparing the seedbed and sowing seed -
  - (1) For a small garden use flats made out of old boxes.
  - (2) Fill up flat with a mixture of one part of fine soil and one part of sifted manure.

- (3) For a large garden, prepare the seedbed in the garden. Put manure broadcast and spade a small space 3 ft. wide by 20 ft. long. Rake well until soil is finely broken. Broadcast 3 lbs. of fertilizer and mix it well with the soil. Sow seeds in rows across the bed, 10" apart. Cover seed 1/4" deep and water seedbed.
- h. Transplanting vegetables in the garden -
- (1) Vegetables that require transplanting: tomatoes, peppers, cabbage, lettuce, broccoli.
  - (2) Planting distances.
  - (3) Fertilizer placement.
  - (4) Watering.
- i. Cultivation to keep out weeds
- j. Controlling insects and diseases -
- (1) Insects that attack vegetables:
    - In the soil: crickets and cutworms.
    - On plant: bugs, beetles, worms.
    - Materials to control them: DDT, rotenone, Paris green and flour mixture.
  - (2) Diseases attacking vegetables:
    - Late blight, early blight, anthracnose, leaf spots, damping-off.
    - Materials to control them: Copper sulphate and lime for the preparation of Bordeaux mixture to control late and early blight.
    - Fermate to control damping-off.
    - Zerlate to control other leaf spots and fruit diseases.

### III. Teaching Methods Used -

- a. Method demonstrations.
- b. Result demonstrations.
- c. Meetings at result demonstrations.
- d. Tours to gardens.
- e. Radio talks.
- f. Newspapers.
- g. Farm visits.
- h. Circulars of information and leaflets.

### IV. Information or evidence as to whether people have gardens and follow garden practices -

- a. Location of garden.
- b. How soil is prepared.
- c. What vegetables are grown.
- d. Where farmer got his seed.
- e. What fertilizer he used.
- f. How he prepared the seedbed.

### V. Where will you get this information or evidence -

County and home agents will get information from local leaders.

### VI. Information obtained with assistance of county workers through questionnaire:

## QUESTIONNAIRE

Name of leader who fills out questionnaire: \_\_\_\_\_

Name of farmer: \_\_\_\_\_ Ward: \_\_\_\_\_

1. Did farmer grow a garden this year? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Size of garden. (Check one)
 

1/8 acre \_\_\_\_\_ 1/10 acre \_\_\_\_\_ 1/15 acre \_\_\_\_\_ 1/20 acre \_\_\_\_\_
3. What vegetables did he grow? (List of vegetables to be checked)
4. Where is garden located (check one)
  - (1) Near the house? Yes \_\_\_\_\_ No \_\_\_\_\_
  - (2) Away from shade of trees and buildings? Yes \_\_\_\_\_ No \_\_\_\_\_
  - (3) Near water supply? Yes \_\_\_\_\_ No \_\_\_\_\_
  - (4) Is it fenced? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Where did he get the seed?
  - (1) Did he grow it himself? Yes \_\_\_\_\_ No \_\_\_\_\_
  - (2) Did he buy it? Yes \_\_\_\_\_ No \_\_\_\_\_
6. What fertilizer did he use? Manure \_\_\_\_\_ Commercial \_\_\_\_\_
7. Did he have trouble with plant diseases? Yes \_\_\_\_\_ No \_\_\_\_\_
8. What did he use to control the diseases? \_\_\_\_\_
9. Did he have trouble with insects? Yes \_\_\_\_\_ No \_\_\_\_\_
10. What did he use to control the insects? \_\_\_\_\_

VII. Of what use will the information be after you get it?

- a. To determine if program is progressing.
- b. To improve weak points in the program. What is wrong with teaching?
- c. Use it as source of information to county workers.
- d. To help in higher evaluation.

**WORK GROUP MEMBERS:**

P. H. Gooding, South Carolina - Chairman  
 Margaret Martin, South Carolina - Recorder  
 Ruth Broach, Georgia  
 W. H. Craven, South Carolina  
 Pedro Osuna, Puerto Rico  
 Anna Mae Sikes, Florida  
 Emilio Vales, Puerto Rico  
 Miss Gladys Gallup, U.S.D.A. Extension Service - Consultant.

## WORK GROUP REPORTS

## GROUP II

HOW WE DECIDE WHAT TO DO - PROGRAM DEVELOPMENT

The specialist has two major jobs in program development and planning. One job is that of helping within his field, all extension personnel from the director to the county workers, to promote and carry out the over-all extension program. The other is that of selling the value of his specialty.

In this report, a program is defined as felt needs, either written or implied, in terms of stated situations and definite goals.

A plan of work is a statement, written or implied, of the activities to be undertaken by an individual or group to solve the problems expressed in the program.

The specialist provides and keeps up to date, background, current and outlook information, to supplement local data of whatever nature are needed in developing a long-time, flexible program.

The specialist trains county workers in the procedure of program development and planning. He makes his own plan of work based upon the plans submitted from the counties and from apparent needs. He assists in the arranging of State or district events which will promote county programs. He helps the county extension workers in the execution of their plans by providing teaching material, by training in techniques and by rendering personal services.

The committee of specialists studying program planning and development has not had ample opportunity to explore all types of programs involved in extension work. However, certain objectives, problems, and tools, have been studied in connection with a poultry improvement program. In the remainder of the report the outline refers to the development and planning of a poultry improvement program.

## I

## BACKGROUND MATERIAL NEEDED

To understand situations and to change needs to felt needs, certain background information must be assembled, discussed, and understood by all concerned in program development and planning

The background material might include such information as:

- Number of farm families.
- Number of farms not having flocks.
- Number of chickens on farms.

Number acres per farm.  
 Number of farm flocks of 100 or more layers.  
 Average number birds.  
 Total yearly production birds and eggs.  
 Number of families with annual income of \$600 or less.  
 How eggs and poultry fit in the diet -  
     Number eggs needed per person.  
     Number for county.  
     Number families eating chicken once a week.  
     Number birds needed to supply families in county  
         with chicken once each week.  
     Source of these eggs and these birds.  
 Plans and specifications for poultry houses and equipment.  
 Recommended management practices.  
 Information on green feed and grain production.  
 Summary and comparative analyses of records from local  
     poultry producers.  
 Sources and approximate costs of equipment, feed and other  
     supplies.  
 Number, location and capacities of nearby hatcheries.  
 Results of studies on the cost of producing broilers and  
     layers.  
 Poultry and egg prices in preceding years and outlook.  
 Location of poultry dressing plants and cold storage  
     facilities.  
 Freezing and canning facilities available.  
 Outline for egg grading program.  
 Available and prospective outlets for poultry and eggs.  
 Information on opportunities for 4-H club projects, in-  
     cluding financing, judging, shows and awards.  
 Credit situation.  
 Poultry associations.  
 The history of poultry production in county.

This material may be obtained from the following sources:

Census.  
 Land-Grant colleges, Experiment Stations and Extension  
     Service.  
 U. S. D. A.  
 Credit agencies.  
 State Department of Agriculture.  
 People within the county.  
 Poultry improvement associations.  
 Others.

## II

## COUNTY PROGRAM DEVELOPMENT

In county program planning and development a specialist has certain opportunities and responsibilities, some of which are:

- Develop throughout the year a feeling of need for poultry.
- Furnish subject-matter in usable form.
- Keep agents informed on trends and outlook for poultry.
- Assist agents and people in understanding local situation.
- Attend county program planning meetings in capacity of consultant.
- Assist people and agents in setting goals for county.
- Review county program with district agent.
- Encourage people to include 4-H club poultry projects, such as broiler production, poultry chains and others, as a definite part of the county program.

## III

COUNTY EXTENSION PLAN OF WORK  
AND  
STATE EXTENSION PLAN OF WORK

In a Poultry Flock Improvement Program, the agents should consider the items given below; determine which items they will include in their plan; set goals to be reached, select methods of reaching the goals; and make a calendar of activities to indicate when each activity is to be performed. This will constitute the county plan of work.

The specialist's duty is to assist agents in developing their plans and to develop his plans therefrom.

SUGGESTED LIST OF ACTIVITIES  
FOR  
HOME POULTRY FLOCK IMPROVEMENT

- I. Poultry (Egg and meat production)
  - A. Purchasing baby chicks
  - B. Breeds
    - Sexed chicks
    - Straight-run chicks
    - Pullorum clean chicks
  - C. Management
    - Brooding

## I. Poultry (egg and meat production) - continued

- Separating cockrels at 6 weeks
- Feeding chicks (pullets) for layers
- Feeding cockrels for broilers
- Culling (all year through)
- Housing (range or confinement)
  - Construction of equipment
- Disinfecting laying house
  - Kinds and use of disinfectants
- Treating internal and external parasites
- Placing pullets on range
- Feeding methods
- Placing pullets in laying house
  - Space allowed per pullet
  - Nests
  - Feeding space
- Feeding for egg production
- Records (production, mortality, broodiness)
- Eggs for incubation
- Eggs for home use
  - Diet requirements
  - Egg cookery
- Preventing diseases
  - Sanitation
  - Vaccination

## D. 4-H Club program

- Poultry chains
- Leader training meetings
- Meat production contests
- Judging contests
- Method demonstration contests

## E. News stories

- Announcing programs
- Poultry practices
- Success stories

## F. Tours

- To broiler plants
- To dressing plants
- To freezing plants
- To result demonstrations

## G. Visual aids

- Preparing slides
- Films
- Graphs
- Posters

I. Poultry (egg and meat production) - continued.

H. Publicity

Bulletins  
Circulars  
Leaflets  
Circular letters  
News articles  
Radio

I. Individual contacts

Farm and home visits

J. Campaigns

Information

K. Extension schools for agents and farmers

L. Short courses

M. State-wide activities

N. Others

IV

EXECUTING THE PLAN

Having developed a feeling of need for poultry flock improvement, it is necessary for specialists and county workers to select methods of reaching the goals set forth in the plan of work. The procedure for executing this plan may be divided into four sub-heads as follows:

A. Methods that reach individuals:

Demonstrations - Culling, candling eggs, vaccinating, etc.  
Farm and home visits - Trouble shooting and specific education.

Office calls - Answering specific problem questions.

Correspondence - Answering specific problem questions.

Telephone calls - Answering specific problem questions.

B. Methods that reach groups:

General meetings - To discuss some pertinent subject -  
for example, parasite control.

4-H Club meetings.

Method demonstrations.

Result demonstrations.



Leader training meetings, agent training meetings.  
 Extension institutes.  
 Extension study courses.  
 Tours.

C. Methods That Reach General Public

News Stories  
 Circular letters, news letters.  
 Radio  
 Exhibits  
 Bulletins  
 Posters  
 Pictures, motion, strip, slides

D. Indirect Influences

There should be an annual evaluation meeting to:

- A. Review past accomplishments.
- B. Revise procedure, if necessary.
- C. Set new goals.

WORK GROUP MEMBERS:

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WORK GROUP REPORTS

GROUP III

HOW TO REACH PEOPLE - TEACHING

The job of the specialist is to reach people and move them to action.

- We need to,
1. Reach more people
  2. Reach people more effectively.

Why we have not reached more people and reached them more effectively:

1. Limited personnel to carry out program at county and State levels
2. Lack of properly trained personnel
3. Rapid turnover of personnel
4. Lack of careful planning by extension workers.
5. Not enough planning together in related fields and with administrative staff
6. Specialists have not made proper allocation of effort.
7. Not utilizing to fullest extent the key people nor considering the selection and training them.
8. Lack of effective county and community organization to work through.
9. Improper teaching techniques.
10. Lack of opportunity for specialists to get away from job to receive advanced training.

Persons who teach in extension are: Specialists  
 District agents  
 County extension workers  
 Leaders (farm men & women, freezer locker operators, co-op managers, hatchery men, bankers, feed & seed dealers and other key people).

Subject matter and methods: Methods are ways of using subject matter to produce desired changes. Subject matter is only of value as we use it as an instrument to move people. To plan an effective job of teaching the specialist must know and understand:

1. The people whom he wishes to move to action.
  - a. Interests
  - b. Social, cultural, religious, economic backgrounds.
  - c. Age and formal schooling.
2. Objectives clearly defined.
3. The tools with which he may work (methods).
  - a. Choose tools on basis of effectiveness. (Studies show relative value.)
  - b. Consider the laws of learning.
  - c. Consider ability of teachers to use various tools and the adaptability of tools to objectives. Compare effectiveness of tools in relation to cost in time and money.

#### Reaching People through County and Community Organizations

One of the best ways to reach people is to enlist them in aiding with planning and carrying out programs - program planning and development is a continuous process.

##### I. Advisory group

- A. Organize all agencies in county who are working with farm people.

The objective here is that all workers (1) know each other personally, (2) know each others' fields and purposes, (3) agree among themselves as to problems and procedures, and (4) work together for the good of farm people.

B. Delineate county into natural divisions

1. Home and farm
2. Neighborhood
3. Community.

II. Community organizations.

A. Community meeting - located in community.

1. Situation.

- a. Good points and accomplishments of community.
- b. Needs and problems of community.
- c. Select 4 or 5 problems people think should be worked on.

2. Select representatives of all groups to represent community, as community program planning committee.
3. Work out community program.
4. Select leaders from this committee to represent community on county level.

III. County organization.

A. County program planning committee to be made up of community representatives and other leaders.

- B. Advisory group should act in advisory capacity.
- C. Committee should organize with farm leader as chairman.
- D. Discuss situation.

1. County workers prepare economic data for county which shows
  - a. Accomplishments and needs.

E. Group select problems to be worked on.

F. Set up commodity groups

1. Commodity groups set up commodity program.
2. Technical workers may advise and act as secretary.
3. Make report for approval of entire county committee..

G. Set up county agricultural program, with goals.

H. Get program into action.

I. Hold achievement meeting to evaluate results.

IV. Specialists responsibility

- A. Advise and inform county extension workers.
- B. Meet with technical groups.
- C. When needed assist county committee.
- D. Assist county extension workers with community meetings.

PUBLIC SCHOOLS

1. 4-H Club programs designed and prepared to:
  - (a) enroll all eligible members.
  - (b) create community-wide and county-wide interest in the agricultural programs.
  - (c) improve communities socially, economically, spiritually.
  - (d) train boys and girls in leadership responsibilities.
  
2. Teachers -
  - (a) should be active members of community planning committees.
  - (b) should be trained 4-H advisers.
  - (c) should be kept advised of all organized extension activities in the community.
  - (d) should be furnished information and materials to use in follow-up work.
  
3. General school activities:
  - (a) field trips for all students to study community agricultural problems and to observe educational demonstrations.
  - (b) interest activities - such as contests, Arbor Day programs, collections and other activities that will include active participation by all students and thereby reach the farm family.
  
4. Adult leaders' activities:
  - (a) Give demonstration.
  - (b) Conduct tours and field trips for pupils.
  - (c) Prepare result demonstrations on the farm or in the home for study by school pupils.
  - (d) furnish materials for studying community products and resources in the schools.

Campaigns

The important characteristics or features of campaigns in reaching or teaching are:

1. Campaigns teach by repetition - by appealing to the emotions of a group.
2. Campaigns should be designed to move people into action. The so-called "bally-hoo" in campaigns tends to move certain people.
3. One great obstacle in reaching people through various teaching methods is the lack of interest on the part of the people. Campaigns tend to overcome this obstacle by enlisting numerous groups to assist in promoting the campaign - some people can be reached by one group and not by others.
4. The practice to be taught by campaign should be of interest to every person in a community or county.
5. Campaigns are most successful when used to improve conditions in an entire community or county.
6. Campaigns should be conducted during a definite period of time.

### Short Courses

Short courses usually focus attention on some specific subject.

**Objective:** To promote changes or practices, and to learn certain techniques and skills.

**Procedure:**

- a. Know thoroughly what you are going to teach. Allow for flexibility.
- b. Plan work step by step.
- c. Know people you are going to work with.
- d. If local short course, learn as much as possible about local conditions.
- e. Present the thing to be understood with a number of varying situations.
- f. If learning a skill it is necessary sometimes to re-teach several times.
- g. In demonstrating certain skills have the learner see the activity from the same viewpoint he will see it when he does it himself.
- h. Use language familiar to the learner.
- i. Discussion and participation by members.

### Meetings, Field Meetings, and Tours

General meetings, field meetings and tours are congregations of people and therefore may be treated alike in many respects.

1. General meetings can be used to advantage as a way to reach people only when something of vital importance to a group is to be considered. Field meetings and tours should be used as a teaching device in connection with result demonstration, or to see the effects of improved practices.
  - (a) Pre-publicity is necessary for giving information to the public concerning the meeting or tour, creating interest, and making people want to be there.
  - (b) Thorough preparation for the meetings or tour is necessary.
  - (c) Designate responsibilities and be sure all participants understand his or her responsibility.
  - (d) Be sure all participants are qualified and have right materials to work with.

**Specialist's responsibility:**

- (a) Give general assistance in planning and conducting the meeting or tour.

- (b) See that proper conclusions are drawn.
- (c) Aid in follow-up.

### Newspapers as Teaching Materials

Approximately 60 to 90 percent of the people (depending on locality) have contact with newspapers and farm journals.

News stories can be of several different types.

1. Straight news, such as an announcement about a report of a meeting, or a tour, or a demonstration. Tell when and where the meeting will be held, exactly when it will begin and what will be discussed.
2. Advice stories of what and how should be made as newsy as possible, telling the readers how they can save money, grow better peanuts, raise better calves, get higher prices or have better houses.
3. Feature stories or human interest stories. Pictures are very important in feature stories. Feature stories will include local interest or names of local key people.

Specialist's responsibility for news articles in working through agents:

1. Specialists should secure facts and pictures for human interest stories.
2. Specialists should send agents timely information for news articles, or better, prepare good news articles.
3. Specialists need to help county agents more with a selection of articles to print in their field.

### Circular Letters as Teaching Materials

Circular letters are an economical means of reaching many people. Circular letters are used either to distribute or to obtain information. Use them whenever they can best carry out your program. To be effective, circular letters must be read and must be acted upon.

Points in making effective use of circular letters:

1. Be certain mailing list is correct and classified.
2. Use some device to attract attention to your message.
3. Write in natural expression for which you are known; make the letter clear.
4. Appeal to readers' personal interests early in the letter.
5. Include only one idea in a letter, or certainly only related ideas.
6. Make it easy for reader to act. If you want information enclose blank to return.
7. Change style or color of letters for interest if sending circular letters to the same groups.
8. Finished letter should be neat, clear, correct and appropriate in tone, so that it will leave reader wanting to do what is requested.

### Bulletins as Teaching Material

The purpose of extension bulletins is to inform the reader and persuade him to do something with the information. They carry information and suggest action.

Bulletins have the following advantages as teaching materials.

1. They can cover any subject and are adapted to a wide range of subject matter.
2. They provide accurate and detailed information, which can be kept indefinitely and referred to from time to time.
3. People are inclined to accept recommendations in bulletins because the printed word is considered to be reliable. Bulletins carry authority, therefore extreme care for accuracy is essential in this preparation.

Trends are toward shorter bulletins on fewer subjects. Illustrated well written one-subject circulars that give the steps of developing activities are filling the need.

Bulletins and circulars need to be prepared for grade and age level of the groups which they are planned to be used.

Distribution of bulletins should be made in line with practical, economical use of this teaching device.

### Radio

Radio can be a good means of reaching people. Time of broadcast is an important factor. The majority have time to listen, at or about meal times.

Short programs, one person not more than 5 to 7 minutes, entire program not more than 15 minutes. Exceptions to this should be kept at a minimum.

Men, as a rule, will listen more readily to weather reports, general and farm news, livestock and crop information, market reports, farm legislation and farm organization news.

Women like gardening, recipes, decorating, child care, poultry and book reviews.

Programs which carry information on sprays, recipes or other materials should not tell how to mix or use. Refer listeners to the county or home demonstration agent.

Youth programs should carry material and music of type popular. Men as a rule prefer individual talks. Women like to have the programs dramatized. Youth lean to dramatized programs and quizzes. Radio programs with a local touch, involving local people, are better.

Live programs and recordings rate equally on effectiveness.

### Contests

The three types of contests commonly used to reach or teach people by extension workers are:

- (a) judging contests
- (b) demonstration contests
- (c) record contests.

Contests teach by:

- 1. Creating interest in the subject or providing a motive for learning
- 2. Continuing the learning process through participation in the contests.

### Commercial Organizations

To more effectively use commercial organizations in reaching people these facts should be kept in mind:

- 1. The practice to be taught should tie in with the aim of the organization.
- 2. Contact the right person in the organization. Be brief and specific in your explanation. Analyze clearly and concisely the problem you wish to discuss.
- 3. Follow-up:
  - (a) through letter, outline points agreed upon and procedure to follow.
  - (b) supply timely information to be distributed to patrons.

### Civic Organizations

Civic groups should be informed concerning agricultural problems in the community. When these groups have the information they can be instrumental in reaching farm people.

Civic organizations can be used to reach people:

- 1. By sponsoring 4-H club activities
- 2. By promoting activities of particular interest to the entire community.
- 3. By sponsoring farm tours.
- 4. By holding meetings on urban-rural relations.

### Demonstrations

There are method, result and whole farm demonstrations. The main value of a demonstration is to show how to do or to show results of doing by actually seeing.

Method demonstrations should be used in small groups and should not be long. Outline points in their logical order. Keep out distracting factors. Display charts and other material only when using them. Summarize briefly. Repeat exposures.



Result demonstrations should lead the way in the county or community program. People of influence and leadership should follow and see the results. Summary of results should be available at demonstration.

Whole farm demonstrations are actual unit Test Demonstration farms where all of the resources are taken into consideration by the entire farm family and the extension workers. These farms are used as pilot farms to carry better farm and home practices from Experiment Stations and successful farmers to the people. They are representative of other farms as to size, type of farming, soils and people. The farm family take what they have to work with and through planned action bring about increased crop yields, better land use, increased quality of farm products and thereby increased farm income which is reflected in better living of the people on the land.

### How and When to Make a Speech

1. Speaking, an important teaching tool.
2. Training and practice necessary.
3. A good speech:
  - (a) First sentence determines effectiveness.
  - (b) Why the statement in first sentence.
  - (c) Illustrations, examples, etc.
  - (d) Conclusions - invitation to join, job assignment, etc.
4. When to make a speech:
 

Consider -

  - (a) Group to be taught
  - (b) Kind of teaching job.

### Personal Contact

Personal contact is necessary when:

1. Individual cannot be reached by other methods.
2. Individual may be busy with other activities.
3. Individual may depend upon oral advice at all times.
4. Individual may have been prejudiced by someone or some act
5. Individual is a leader.

The one making personal contact should be thoroughly acquainted with person to be contacted as well as the subject to be discussed. Remember the listener's time is valuable. Conversation should center around the listener's interests. Outline to the listener how he could be of assistance. Get listener to volunteer his help.

### Conferences

Group may be composed of two or more people where a very specific topic is to be discussed. Conference method is usually used when such matters as administration are to be discussed.

### Exhibits

Exhibits will:

1. Acquaint people with method and result demonstrations; bring extension

activities before all the taxpayers; and stimulate interest in a new extension activity.

### Means of attracting attention:

Moving objects, living things, unusual objects, strong or intermittent colored lights, bright colors, mechanical devices, repetition, odors, music, unusual type, arrangement, and design.

### Importance of Color

Black on yellow - seen at greatest distance; green or red on white - also conspicuous.

Horizontal lines - show width; vertical lines - increased height. Light background - increased size or roominess in room or booth. Red - yellow - orange - give impression of a decreased size. Red - color of greatest human interest; green - restful - suggests coolness. Subdued green or gray background looks well with almost any color mounted on it.

### Gaining and Holding Interest

Average fairgoer spends about 1 minute per exhibit, so present simple ideas.

Mechanical exhibits - provide movement,

1/8 - 1/4 horsepower motor - supply motion.

Single - simple ideas, attract and hold interest longer.

New facts must be connected with past experience.

### Suggestions for strong appeal:

time, labor, and money.

### Principal motives for action -

gain, pride, ambition, self-preservation, love of family, imitation.

### Arrangement

Attempt to have no disconcerting influences near exhibit.

Floor and wall plan helps arrange and develop an exhibit.

Background should be clean and attractive.

Exhibits should be in eye range; should be well lighted; explanatory material simple and brief; advertise the exhibit in newspapers, radio; be certain the exhibit is well tended - keep tidy and clean.

### Questions

In preparing this report, certain questions have come up which have a bearing on reaching more people and reaching them more effectively.

1. Are we attempting an impossible job with present personnel at county and State levels?

2. Is the training in agriculture and home economics meeting the demands that are made on extension workers on their jobs?
3. Should county agents be given training in specialized fields?
4. Is there danger in over-specialization?
5. Can extension expect to take the lead in all programs? Will we have to do more cooperating and following? Are there times when others should be in the lead?
6. What is the position of the specialist on problems for which there is no basis in research? How far can we go in using commercial research and experience?
7. Are we failing in bringing field problems to the attention of research workers and trainers of future extension workers?
8. Specialized groups are requiring an increasing amount of the specialist's time. Attention to these additional fields, either direct or through the local agent, is an important item in some areas - resulting in more active competition for the specialist's time. How can the specialist be guided in making decisions?

#### WORK GROUP MEMBERS:

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 D. E. Timmons, Florida - Recorder  
 L. E. Farmer, Georgia  
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#### WORK GROUP REPORTS

##### GROUP IV

#### HOW TO PREPARE FOR TEACHING - MATERIALS AND THEIR USE

The extension specialist is an authority in his field of agriculture. As such, he is the leader in his field of the extension force that carries a manifold educational service to the farm and home. He is a specialist because

he has the most information on his subject first, and he is a leader because he transforms information into practical application and gets it adopted when and where needed.

As a teacher, the specialist's technique must be strong enough to secure voluntary acceptance. Yet he may be considered a failure unless his teachings result in improved practices in the home and upon the land. This is an obligation, a mandate, and, yes, an opportunity for the specialist who has the "know-how" and disposition to serve others.

The specialist might well ask himself, "How can I meet the challenge unless I have the most effective teaching tools with which to transform knowledge and vision into application?" Use of the most modern devices for teaching and the most up-to-date techniques may not fully meet the demands on specialists today. Certainly no opportunity should be overlooked to explore every possibility.

With this in mind, the committee has studied the teaching materials available and has explored the techniques of using each one. This report covers the conclusions of the committee in respect to teaching materials and outlines by the example; "Culling the Laying Flock," how they may be employed effectively.

#### OBJECTIVES

1. Development of an understanding of the benefits and value of proper use of extension teaching material.
2. Preparation of adequate teaching material as the demand arises.
3. Emphasize the need for closer collaboration between the educator and the producer in making effective visual aids.
4. Evaluation of teaching materials as to their educational value and classification under the major fields of extension instruction.

#### SITUATION

1. Teaching materials are the most important tools of the specialists.
2. Extension specialists already know much about most of the kinds of teaching materials that are available and use them to advantage.
3. People expose themselves to extension mostly because they want to learn. If we can make things interesting and clear enough, they will learn more easily.
4. Recent studies conducted by various agencies reveal that better results are obtained in teaching when proper aids are used.
5. Teaching aids are aids and no more. It is the personality behind them that makes their use successful.

#### WHAT DO WE WANT TO TEACH

1. Knowledge.
2. Skills.
3. Changes in attitude.

## WHOM DO WE WANT TO REACH

1. Farmers.
2. Homemakers.
3. Rural youth.
4. Others.

## NEWS STORIES

The short, accurate, well-written news story is one of the most effective tools the extension worker has at his command to promote a project.

### Editor-Worker Relations

For full cooperation from newspapers, workers will do well to consult with editors and determine length, type, and number of stories that may be run on project. Editor should have full information on project and an understanding of assistance expected or desired of his paper.

### Sequence of Stories

The first story will emphasize need for work, give details of work, and explain results that may be expected.

Follow-up stories will outline demonstrations, meetings, tours, and other features, give time and place in which demonstrations or meetings are to be held, and give brief details of features.

Stories quoting farmers in accord with idea are very effective and should be used whenever available during campaign.

### Writing the Story

Strive for clarity, simplicity, and brevity in writing the story.

Accuracy is essential. Always use initials (or first names) with names of individuals in stories. Be accurate as to time, place, and other details.

Human interest is highly important. "Names make news," so try to get names in the story. Work neighborliness into the piece if possible.

Short but not choppy sentences are to be desired. The same goes for paragraphs.

Don't be a space-grabber, but, rather, try to write a short, interesting piece that will be read.

## BULLETIN

To be effective, the bulletin for promoting an extension program must be simply written, well organized with phases of subject presented in proper sequence, and attractively illustrated.

Short sentences and paragraphs, good readable type, good sub-heads, and adequate white space between lines and in margins contribute to reader appeal.

Well defined pictures showing contrasts between inferior products or procedures and the improved result that is sought will be great helps in putting over the idea. Good color pictures add greatly to the appeal of the bulletin.

### RADIO AND RECORDERS

Radio is a very valuable tool for the extension worker, but many workers have not yet taken advantage of the opportunity it offers. Numerous extension workers, however, use radio with great effectiveness.

Through radio broadcasting a worker may give many farm people valuable, timely information.

Short talks, interviews, and short "plugs" may be used very effectively to put over an extension program.

In radio writing, simplicity and brevity, plus a more personal and direct style than that used in news stories, are to be sought.

#### Recorders.

Transcriptions and wire and tape recordings are becoming more and more popular and effective as tools for the extension worker. These are especially effective when a worker cannot be on hand for a broadcast or in getting radio features that otherwise would not be available without use of remote control facilities.

Transcriptions and wire and tape recordings are also very useful for presenting a talk, interview, or other feature over several stations.

### MIMEOGRAPHED MATERIAL

Mimeographed material allows for mass production at moderate cost. It is a quick process which can be supplemented or deleted in part with little added cost.

Some uses of mimeographed material are:

- Demonstration outlines for leaders.
- Instruction sheets for projects.
- Programs for meetings.
- Seasonal farm and home tips, as garden calendars.
- Adapted material from U.S.D.A. bulletin.
- Material supplementary to U.S.D.A. bulletin.
- Report forms.

All mimeographed material to be valuable must be up-to-date; to teach effectively it must give the impression of being current. The qualifications of a good circular letter may be applied to all mimeographed material.

## CIRCULAR LETTERS

### The purpose of circular letters:

- To reach people cooperating with the extension program.
- To reach people who cannot attend meetings, do not have a radio, or are otherwise not being reached.
- To give supplementary information on demonstrations or practices.
- To give impetus to a campaign or program.
- To reach a particular group of people not accessible otherwise as a group, such as 4-H advisers or result demonstrators.

### The use of circular letters:

- To inform people on timely farm and home tips.
- To announce an extension event or meeting.
- To report plans or recommendations made by a planning committee representing a community, club, or county.
- To gather information for reporting, getting attitudes, and preferences.
- To keep county, district, and State extension workers informed as to policy projects and happenings of the extension program.

### The preparation of circular letters:

Eye appeal is the surest way of getting your circular letter past the trash can. Color, line drawings, cartoons, caricatures, unusual spacing are helpful.

Much can be said with these, thereby cutting down on the words. A catchy page and a dash of humor may put across something that would be lost in words.

Reader appeal is next in importance after you have caught the eye. A personal and conversational style holds attention. Getting right to the point is something to be gained. In order to get eye appeal and reader appeal, circular letters may be done in rough draft, giving opportunity for checking and rechecking the content, arrangement, and readability.

After catching the eye and the attention of the people, the follow-up must prove valuable. Send a circular letter only when there is a definite need for it so importance will be attached to getting a letter from the extension office. Be sure the meeting announced comes off on schedule or the practice recommended is fool-proof, proving your letter can be depended upon. Confining the use of the circular letter to important announcements and valuable content builds confidence in the readers. One or two unimportant or insignificant letters can kill the faith of the reader in the Extension Service and its workers. Follow up the letter later to find out how effective it was and if it brought action on the part of the recipient.

Care should be exercised in writing circular letters to conform to the regulations set up for the use of the Federal penalty privilege. Care should also be taken in keeping mailing lists up-to-date.

## GRAPHIC AIDS

### Posters

Posters are effective in changing or influencing people by repetition of points to be emphasized. Posters may be used effectively in combination with circular letters, news articles, radio broadcasts, and other extension methods. When used in such combination the effect of each is increased.

The preparation of posters is a highly specialized art. Some organizations have a specialist to advise staff members on ideas for posters, and to assist in their preparation. The following steps are involved in planning a poster:

- (1) Select a subject or idea that clearly represents the subject to be taught.
- (2) Visualize a picture or slogan that will convey this idea to the group to be reached.
- (3) Build on the picture or slogan until the maximum in human appeal is obtained. A good idea well defined, in terms of the experience of the group to be reached, and presented in an attractive form, is a good poster.

In using posters it should be remembered that the poster is most effective when seen several times by many people. Therefore care should be taken in the selection of a site for posting. Courthouses, in windows near pictureshows, in country stores, and in banks are a few good places. People have a tendency not to notice familiar things. Changing poster from one location to another will help, but it is better to use a new poster if the desired results have not been obtained in a period of two months.

### Charts and Graphs

These graphic aids are two-dimensional devices, used in teaching. Graphs and charts are valuable for use in simplifying long processes. When the teacher graphically breaks down into steps the process being taught, the learner has the advantage of seeing as well as hearing.

The first step involved in preparing graphic material for teaching is a thorough examination of the subject matter to be presented. Experience in learning as well as teaching is of assistance in selecting points that are hard to put over. The second step will be to select the aid that will assist the teacher most effectively in explaining these difficult points.

Charts - Charts are facts expressed in words as symbols on flat surfaces for use in teaching. Time charts are of value when we wish to outline things that occur at different times. A simple time table is an example. Figures placed in columns with headings giving certain information as to what they represent may be valuable when a comparison or contrast is desired.

Words, duties, and relationships may be expressed by charts. An organizational chart is an example.



Graphs - The five most common types of graphs are -

1. Pictorial statistics are used to compare costs, income, or expenditures. A picture of the article used as the symbol increases interest.
2. "Pie" or circular chart to show percentage relationships.
3. Area and solid diagram. Weather maps with black, white or shaded areas, are examples.
4. Bar graph. To show contrast or comparisons.
5. Line and curve graphs used in showing trends.

The following suggestions will help in getting good results from the use of graphic aids:

1. Take care that each person has a clear view of chart or graph.
2. Graphic aids should be used to illustrate points, not to make a talk.
3. Cover graphic aids when not in use.
4. Have only one aid in view at the time.
5. On using charts with figures, cover all figures with strips of paper and remove paper from each set of figures as used.
6. Talk to the group, not to the chart.

### MOTION PICTURES

Through the use of motion pictures we can take an audience to any scene at any time. We can show a detailed movie of some particular skill or method and repeat the showings until our audience fully understands the methods we want to teach.

Any motion picture compels attention, and for that reason we must use care in choosing movies to be used for teaching. A motion picture must show exactly the process or method that we wish to teach. If it does not do that, it is a liability and some other method of presenting the subject should be used.

#### Types of Motion Pictures

1. Color movies are very popular as a teaching aid. They add a reality that has never been attained in movies before. Any subject presented in color is more commanding than the same subject would be on a black and white film.

2. Black and white films. There are many good black and white films in circulation today, but the tendency is toward color. If they are applicable, there is absolutely no objection to using these films.

3. Silent films. Silent Films are seldom used today. Good results have been obtained in the past by using a silent film with the teacher as narrator. The advent of sound films has made this method more or less obsolete.

#### Equipment Needed to Show Motion Pictures -

1. Available electricity.
2. An easily darkened room.
3. Motion picture projector.
4. Screen.

### Still Pictures

Still pictures are one of our most widely used visual aids. They are used extensively in bulletins, papers, posters, charts, leaflets, slides, etc.

Color Pictures. - Color pictures draw interest from the first glance and are valuable in presenting a more nearly true reproduction than any other pictorial means. They will add much to any teaching aid.

Black and White Pictures. - These are the cheapest and most readily available pictures that we use, and do an excellent job of teaching when they are employed correctly. Many things cannot be photographed in color, so we may expect to use black and white pictures considerably in the future.

As teaching aids both types are good. However, they are limited to publications and small groups because of the limitations of the size of the prints.

### Slides

Slides are widely used as a means of teaching. They are flexible, can be arranged to fit the lecture, are easily made, and are relatively cheap.

Color Slides. - Color slides are interesting and hold an audience's attention well. A good color transparency is worth many words when trying to get over a point. The slides portray a subject accurately and in almost true color.

Black and White Slides. - This type is not nearly so interesting as color, but does have many uses. Some of them are reproductions of charts, graphs, maps, etc. An audience is likely to become bored with black and white slides before they will tire of color.

#### Use of Slides -

Slides are next to a demonstration in effectiveness and can be used to good advantage in presenting a subject to almost any audience.

Slides must be concise and to the point. They should not be overcrowded, and for maximum effectiveness need to be current.

#### Equipment Needed to Make Slides -

1. 35 MM camera.
2. Exposure meter.
3. Tripod for long exposures.
4. Flash attachment for indoor shots.
5. Various filters for special effects and taking pictures under adverse conditions.

#### Equipment Needed to Show Slides -

1. Available electricity.
2. Screen.

3. Projector.
4. A room that can be easily darkened.

### Filmstrips

Filmstrips are seldom used now, due to the wide use of slides. They do have a place in teaching a cut and dried technique and can be used to good advantage.

The teacher must be careful in selecting the filmstrips to be used. One that does not teach exactly the points desired is useless and should be discarded in favor of some other aid.

### TOURS

The educational theory underlying tours is that the observer discovers what something means by responding actively to it. Our richest experiences and thus our richest meanings come only when we respond both physically and mentally to a new situation.

The primary purpose of extension tours is to support and publicize work such as result demonstrations. Through tours, extension workers have the opportunity to present the result of their work to groups such as civic clubs, administration, Experiment Station workers, and industry. Tours recognize outstanding work on the farms visited and lay the foundation for similar work by visiting farmers. It should be realized that the number of people reached on any one tour is relatively small and that considerable time must be spent on preparation.

Tours may be divided into two classes according to purpose:

(1) Those conducted locally to visit demonstrations within the community or county, and (2) those made outside the county to introduce new ideas or give a broader scope to the work.

### Suggestions for Conducting Tours

1. Have definite objective and stick to it; have something to show that teaches the lesson. Start ahead of time to build a background and supplement and support with letters, news articles, meetings.
2. Demonstrations or situations visited should be within the experience of the observer.
3. Small groups can be handled more effectively. Limit size to 40 to 50 people. Several small tours are better than one large one. A bus is the ideal means of transportation.
4. Let the person being visited do the talking. Public address system aids in maintaining control.
5. The person in charge must visit all stops beforehand, work out itinerary and stick to it.

6. Long tours defeat the purpose. Three hours on a local tour is long enough.

7. Mimeographed information can be used to support the tour and aid in follow-up work.

8. Guossing contests on yields or weights of animals are examples of interest holders.

9. Alternate routes in case of bad weather are desirable.

10. Consider the comfort of your guests. Arrange for rest stops, meals, and lodging if necessary.

11. Don't stop a tour but bring it to a logical conclusion and summarize what you are trying to teach.

### EXHIBITS

The purpose of an agricultural exhibit is to develop the interest of those who see it, influence their attitudes, increase their knowledge, and stimulate their actions. Exhibits can be used in campaigns, at fairs, achievement meetings, window displays, county extension offices, schools, and at farm meetings. The point often overlooked is that exhibits can be of any size.

#### Characteristics of Good Exhibits -

1. Short, catchy title.
2. Draws attention with something unusual.
3. Tells clear-cut, one-idea story.
4. Creates realization of need and desire for remedy.
5. Promotes decision and action.
6. Overcomes objections.
7. Neat and attractive.
8. Uses explanatory material effectively.
9. Has action if possible.
10. Localized subject matter.
11. Gives thought to lighting effect and color harmony.
12. Has attendant to explain if necessary.

### MODELS

Models bring us in convenient form the things we cannot readily go to see. They are real and can be seen and sometimes handled. Models can be used effectively to support lectures, demonstrations, at fairs, in window displays. They can often show details of construction or operation difficult to explain otherwise. Good models incorporate attractiveness with exact duplication. Difficulty lies in the time and skill required in preparation.

To be effective models must be:

1. Within the experience of the observer.
2. Tell a story or strengthen a point.

3. Simple and attractive in design.
4. If used alone they must arouse interest and give the solution.
5. Used with a definite purpose.

Many times a practice can be more effectively merchandized by using models than through use of meetings, news articles, etc.

### CULLING THE LAYING FLOCK

As an example of how the various types of teaching material may be used in developing a single project, the following outline has been prepared on "Culling the Laying Flock."

#### I. WHAT IS THE SITUATION?

1. Often a lack of interest in culling.
2. Lack of knowledge on how to cull.
3. Flocks contain many birds that are not profitable layers.
4. High feed prices should mean closer culling than ever before.
5. Some farmers keep hens two years or longer, when experimental data show that pullets are the more profitable layers.

#### II. WHAT DO WE WANT TO TEACH?

1. How to catch the chickens for culling.
2. How to hold and handle a hen.
3. How to tell a laying hen from one that is not laying.
4. How to tell a good layer from a poor layer.
  - (a) The head.
  - (b) Pigmentation changes.
  - (c) Body measurements.
  - (d) Feathering and the molt.
  - (e) How to tell an old hen from a pullet.

#### III. WHOM DO WE WANT TO TEACH?

1. Farmers and farmers' wives.
2. Small flock owners.
3. Commercial poultryman.
4. 4-H club members.

#### IV. HOW ARE WE GOING ABOUT IT?

Teaching aids and their use.

1. News stories.
  - (a) Opening announcement.
  - (b) High cost of feeding culls.
  - (c) Announcing time and place for culling demonstrations.
2. Radio.

Presented in collaboration with news stories.

3. Circular letters.
  - (a) More profit made by culling.
  - (b) Need for saving feed.
  - (c) Announcing meetings.
4. Mimeographed material.
  - (a) Outline on culling - to be distributed after holding culling demonstration.
5. Bulletins.
  - (a) Selecting laying hens, preferably with two pages of colored pictures on pigmentation and body changes.
6. Charts.
  - (a) X-ray diagram of a hen.
  - (b) Pigmentation changes.
  - (c) Body measurements.
  - (d) Wing molt.
  - (e) Feed cost to produce a dozen eggs lowered by culling.
7. Slides (in color).

A set of 25 to 50 slides showing all steps in culling.
8. Pictures for use in bulletin and small group meetings.
  - (a) A laying hen.
  - (b) A hen not laying.
  - (c) A layer or non layer (dressed).
  - (d) Colored pictures on pigmentation and body changes.
9. Movies.
  - (a) One real movie in sound and color on culling.
10. Models (in wax).
  - (a) Laying hen (dressed).
  - (b) Hen not laying (dressed).
11. Posters.
  - (a) Layers vs. non-layers.
  - (b) More profit by culling.
12. Exhibits (for fairs and window displays).
  - (a) Good layer, compared with poor layer, using live hens.
  - (b) Comparison of the number of eggs laid by each in year.
  - (c) Comparison of feed consumption and feed cost for each.

**WORK GROUP MEMBERS:**

A. F. Gannon, Georgia - Chairman  
 Joyce Bevis, Florida - Recorder  
 Juan B. Gastambide, Puerto Rico  
 J. B. Preston, Georgia  
 Quinelle McRae, Georgia  
 W. A. King, Georgia  
 Paul Crawford, Georgia  
 K. S. McMullen, Florida

Clyde Beale, Florida - Consultant

**WORK GROUP REPORTS**

**GROUP V**

**HOW TO WORK WITH OTHERS - RELATIONSHIPS**

**RELATIONSHIPS, OPPORTUNITIES AND RESPONSIBILITIES OF SPECIALISTS**

The following statement is an effort to define the responsibilities and opportunities of the subject-matter specialist, based upon the Federal Smith-Lever Act and all subsequent acts. This statement will deal with the principles of relationships and will not go into details as to how these principles are to be applied.

**I. RELATIONSHIP TO EXTENSION PERSONNEL**

**A. Administrative and Supervisory.**

1. Good relationship in administration is essential, both administratively and functionally. The specialist owes loyalty to the administration. There should be a feeling of mutual understanding, the sole interest of which is for and in extension.
2. Administrative problems of concern to specialists should be discussed with them by directors and district agents.
3. There is an opportunity and responsibility of furnishing confidential information that will be handled confidentially.
4. A good attitude toward the extension job and toward extension personnel is essential.
5. There must be complete understanding of administrative policies.
6. The specialist should be kept informed as to personnel changes on State, district, and county levels, as they occur. These changes may be of great significance to the work of the specialist.
7. The specialist should keep the administration and supervisors informed on subject matter and subject matter changes.

8. The specialist has an opportunity to act as liaison between personnel at county level and the administrative staff. He can see need for specific work in the county and it is his responsibility and duty to make this situation known to the supervisor and to help work out a plan or program to meet the situation.
9. If the district agent finds need for special work, he should contact the specialists involved and jointly plan a program of action.
10. If the specialist sees a need for special training of certain county workers, he should give this information to the supervisor.

#### B. RELATIONSHIP TO OTHER EXTENSION WORKERS

- a. Specialists, including: subject-matter specialist, information specialist and 4-H club leaders.
  1. There is a need for frequent contacts and conferences in planning and carrying through the extension program.
  2. Where several organizations, groups or specialists give information on a specific subject, their information should be coordinated. They should agree upon recommendations, and by so doing diffuse the same subject matter and eliminate confusion. This agreement should be in writing.
  3. Keep the information specialist informed as to new releases and materials available.
  4. When a specialist is approached for help or information in another field, it is his responsibility to give this information, insofar as he is qualified, giving credit to the specialist in the field involved and recommend that he be contacted and given the opportunity to follow through. When the specialist returns to the office, he should contact the involved specialist and present the matter for his follow-up.
  5. Never look so closely at your own job as to fail to appreciate the other specialist's job, responsibilities, and opportunities.
  6. Contacts should be maintained with specialists in related fields in other States and territories.
- b. County Workers.
  1. The specialist should know the county workers personally and professionally. Recognize them as leaders in the county. Commendation should be given privately and publicly for good work well done.



2. Specialists have an opportunity and responsibility in training county and home agents in subject matter and techniques.
3. The specialist has a responsibility in pointing out the apparent need for work in his field and assisting in initiating the program to meet the situation.
4. The specialist has an opportunity and responsibility in making available sources of material for demonstration use in the county.
5. To maintain the best relationship the specialist should have an itinerary that is flexible enough to meet the county workers' emergencies; at the same time the county workers should arrange to use the specialist if the opportunity arises and it has been cleared through county, district and State offices.

## II. RELATIONSHIP TO COLLEGE AND EXPERIMENT STATION PERSONNEL.

### A. COLLEGE

1. The specialist has the responsibility of calling attention of college departments to the need of incorporating in college curriculum courses in specific subject matter for future agricultural workers.
2. Upon invitation, a specialist may meet college classes and short courses and explain the extension phases of the field of work under consideration.
3. To assist with the training of prospective workers by giving supervision or apprentice training in actual experiences in accord with agreements between agricultural extension and the institutions involved.
4. To encourage the college instructors to become acquainted with the agricultural extension program and for agricultural extension Specialists to become acquainted with classroom teaching in related fields.

### B. EXPERIMENT STATIONS

1. The specialist should keep in touch with the research worker and aid the research worker to keep in contact with the field through the specialist.
2. The specialist has a responsibility to farm people of interpreting Experiment Station findings to field conditions.
3. The specialist brings problems from the field to the Experiment Station for their consideration.
4. The Experiment Station personnel assist in training extension workers.

III. RELATIONSHIP TO UNITED STATES DEPARTMENT OF AGRICULTURE

A. Extension Division

1. The state extension specialist cooperates with the specialist of the Federal extension office when request for assistance has been made and cleared through the State director's office.

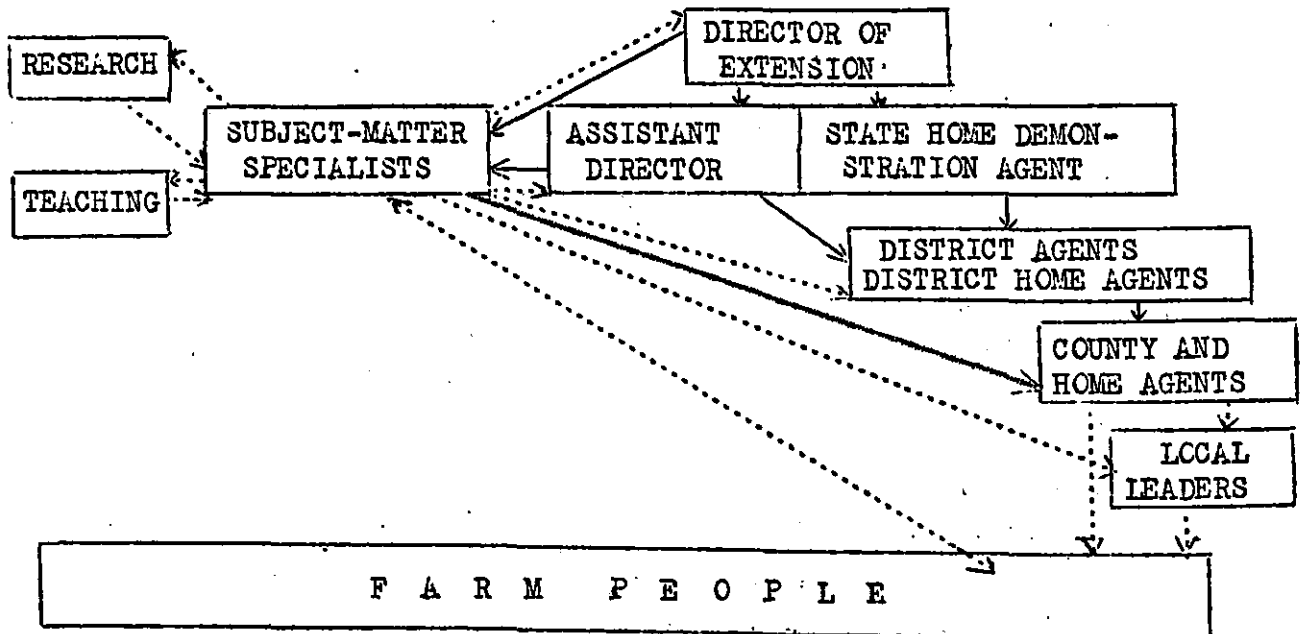
B. Other bureaus and agencies.

1. Work will be done with representatives of other Federal bureaus and agencies based on memorandum of understanding and in conformity with State and Federal policies.

IV. RELATIONSHIP WITH FARM PEOPLE

1. Contact and furnish subject matter information to the farm people through the county and home agent, keeping the district agent advised of work in his district.
2. When assistance is requested by farm people which requires a direct reply, a copy of the letter of request and a copy of the reply should be sent to the county or home agent.

HOW THE SPECIALISTS FUNCTION IN THE EXTENSION ORGANIZATION



Legend

- \_\_\_\_\_ Administrative Channels
- \_\_\_\_\_ Technical Information Channels
- \_\_\_\_\_ Major Channel to Farm People

This chart is included in order to visualize clearly the place of the extension specialist in the Extension Service organization as the group on relationships interprets it. The relationship might vary by States or territories.

## V. RELATIONSHIP TO OTHER AGENCIES

Specialist should keep in mind when dealing with these organizations that the function of the Extension Service is educational.

Among the agencies are:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. State Department of Agriculture</li> <li>State Forestry Commission</li> <li>Parks and Recreation</li> <li>Soil Conservation Districts</li> <li>State Department of Education</li> <li>State Department of Public Health</li> <li>Childrens' Commission</li> <li>Department of Labor, etc.</li> </ul> | <ul style="list-style-type: none"> <li>b. Social Welfare agencies, as:</li> <li>Churches</li> <li>Red Cross</li> <li>Community Chest</li> <li>T.B. Association</li> <li>Cancer Society</li> <li>March of Dimes</li> <li>Crippled Children</li> <li>Youth Groups, etc.</li> </ul> |
|--|--|
- c. Farm organizations.
  - d. Professional organizations.
    1. Specialist should maintain contacts and cordial relations with civic and educational leaders throughout the area in which he works.
    2. The specialist has an opportunity and responsibility to county workers as well as the agencies in keeping them informed of services available through the agencies.
    3. The specialist should know the personnel in the agencies and know their field and acquaint them with the extension program of work.
    4. The specialist has the responsibility of knowing how the work of the agencies is related to his field, to avoid excessive duplication of effort.

## VI. RELATIONSHIP TO INDUSTRY, COOPERATIVES AND COMMERCIAL INTERESTS

1. The specialist is responsible to personnel in industry in the field of agriculture and home economics to keep them interested in and informed on correct subject matter.
2. The proper working relationship should be maintained between the extension specialists and these organizations.
3. An agreement in writing should be prepared before initiating a program. The purpose and method of procedure should be determined and approved by the administration.
4. Specialists should assist county workers in dealing with these groups, keeping in mind the policies, methods and objectives of the extension program.
5. Specialists should become acquainted with the products and interests of

such groups as fall in their subject-matter fields.

## VII. RELATIONSHIP TO PUBLICITY

1. The specialist is responsible for preparing correct information for release under his assignment.
2. He is responsible for assisting in the preparation of news releases, in his State, territory, area or county.

### IN FINAL SUMMARY

True friendship is the foundation upon which to build sound relationships in extension.

#### WORK GROUP MEMBERS:

Hugh A. Inglis, Georgia - Chairman  
 Sallie A. Pearce, South Carolina - Recorder  
 Mrs. Edith Y. Barrus, Florida  
 Mrs. Aurora R. Padilla, Puerto Rico  
 E. C. Turner, South Carolina  
 L. C. Walker, Georgia

O. S. Fisher, Extension Service, U.S.D.A. - Consultant

EXTENSION SPECIALISTS' WORKSHOP, FLORIDA, GEORGIA, SOUTH CAROLINA  
 AND PUERTO RICO, AT UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA  
 MARCH 22 - APRIL 2, 1948.

Tabulation of questionnaires filled out by Workshop participants at close of Workshop on April 2, 1948.

<u>Question:</u>	<u>No. Persons Answering</u>
<u>Question:</u> What did you think of this workshop? Please be frank.	
<u>Answers:</u> Helpful . . . . .	21
A good means of exchanging ideas and viewpoints . . . . .	9
Should be held more often . . . . .	3
Well organized and gave each a broader concept of Extension work . . . . .	2
An opportunity to improve methods and techniques . . . . .	3
Interesting, inspiring and educational . . . . .	2
Gave opportunity to become better acquainted with Extension objectives and purposes . . . . .	2
Excellent opportunity to pool suggestions . . . . .	2
Time well spent . . . . .	2
Very worthwhile but improvements are needed . . . . .	1
Very good but more experienced consultants needed . . . . .	1
Should not be continued year after year for the same persons.	1

No. Persons  
Answering.

Lectures from out-of-state people were most helpful and gave a better over-all picture of the job . . . . .	1
Associations and discussions were worthwhile and good information was received from lectures . . . . .	1
Probably justifies time and expense . . . . .	1
As good as could be expected for people working together for the first time when fields of study were not well defined . . . . .	1
Group discussion of Extension Methods was very practical . . . . .	1
An excellent way of making Extension Specialists more effective . . . . .	1
Helpful with concept of program planning and evaluation . . . . .	1
Helpful in seeing scope of Extension work . . . . .	1
Well planned, instructive and practical . . . . .	1
Most helpful because same theme was used throughout Workshop . . . . .	1

Question: How did you feel about this workshop?

Answers: Number answering: Mediocre 2; All right 5; Good 34; Very good 2; Excellent 4.

Question: What were the strong points?

<u>Answers:</u> Interchange of ideas between States and workers . . . . .	10
Opportunity for all to express themselves in workshop groups . . . . .	15
Good speakers (Dr. Kruse was mentioned 7 times. Others mentioned were Dean Matherly, Miss Mena Hogan, Dr. Gladys Gallup, Mr. Lyle and Mr. Warner) . . . . .	13
Good lectures . . . . .	9
High morale of workshop participants . . . . .	8
Provided increased knowledge of the specialist's job . . . . .	5
Program kept on schedule . . . . .	5
Good information given . . . . .	4
Good information on methods and procedures . . . . .	3
Evaluation and program planning . . . . .	2
New ideas on teaching methods (Dr. Kruse) . . . . .	2
Good chairman . . . . .	2
Helpful in program coordination . . . . .	1
Consultants contributed materially . . . . .	2
Workshop participants used as presiding officers in general sessions . . . . .	1
Planned diversion . . . . .	1
Lectures pertinent to discussion topics . . . . .	1
Good program . . . . .	1
Excellent supervision . . . . .	1
Sufficient time given to problem discussion . . . . .	1
Analyzing procedures valuable . . . . .	1
General sessions good . . . . .	1

Question: What were the weak points?

<u>Answers:</u> Morning lectures were too long . . . . .	14
Inadequate space and lighting facilities . . . . .	6
Workshop problems not well defined . . . . .	5
Workshop topics too closely related . . . . .	4
More illustrations needed of actual situations . . . . .	4

	<u>No. Persons Answering</u>
Insufficient time . . . . .	3
Not enough audience discussion on morning lectures . . . . .	3
Some speakers were not well qualified . . . . .	3
Some lectures were read . . . . .	2
Too theoretical . . . . .	2
Too many lectures . . . . .	2
Some lectures not related to subject . . . . .	2
Insufficient time for problem discussion by States . . . . .	1
Need more time for conferences among specialists in same field . . . . .	1
Viewpoint of county agent not kept in mind all the time . . . . .	1
Confusion in organization the first day . . . . .	1
Night meetings should not be held . . . . .	1
Insufficient time to prepare teaching materials used in work- shop . . . . .	1
Too much repetition . . . . .	1
Different State policies caused confusion . . . . .	1
Directors failed to acquaint workers with workshop objectives beforehand . . . . .	1
Not enough motivation to read references . . . . .	1
No visual aids used . . . . .	1
Some specialists were interested only in their specialty . . . . .	1
Too many people from one State in the same work group . . . . .	1
Too much detail . . . . .	1
Too much duplication in workshop reports . . . . .	1
Lecture on background of extension work not clear . . . . .	1
Some consultants not well qualified . . . . .	1

Question: What improvements would you suggest in the operations of another workshop should one be held?

<u>Answers:</u> Limit length of workshop (most said one week) . . . . .	13
Limit time of lectures (45 min. to one hour) . . . . .	10
Supply a clearer picture of purposes and objectives of workshop at beginning . . . . .	9
Specialists in the same field should work on same problem . . . . .	6
More opportunity for discussion following lectures . . . . .	4
Hold a workshop for the entire extension organization . . . . .	4
Hold workshop in other States or territory so that all Specialists may get acquainted (Puerto Rico) . . . . .	4
Workshop groups should work on a specific problem . . . . .	3
More time for committee discussions and reports . . . . .	3
More specific examples by speakers . . . . .	2
All lectures should be given before workshop groups begin work . . . . .	2
Program too crowded. Allow more time for questions to determine group interest . . . . .	2
Improve space facilities . . . . .	2
More experienced consultants . . . . .	2
Have fewer speakers who are better qualified . . . . .	2
Hold in winter months (Florida) . . . . .	2
Leave one afternoon open for meeting specialists in same field . . . . .	1
Give more consideration to the county agent . . . . .	1
Programs in hands of participants well in advance of workshop . . . . .	1
Select an over-all problem for the entire group, and then give	

each workshop group one phase of this problem . . . . .	1
More on administration and more technical assistance . . . . .	1
Broaden scope of workshop group and more original action by group . . . . .	1
Restrict workshop group work to 5 days . . . . .	1
Have field trips to nearby counties . . . . .	1
Have field trips in afternoon and committee work during evening hours . . . . .	1
More panel discussions . . . . .	1
Workshop topics should be more closely related . . . . .	1
State administrators plan and execute workshop and arouse interest on specialists' part to attend . . . . .	1
Hold workshop for Southern 4-H club leaders . . . . .	1
Have group discussions in groups of 10 to 15 led by authority	1
Have better distribution by States in groups, and hold separate groups for administrative and specialist personnel . . . . .	1
Allow more time for individual conferences . . . . .	1
Hold no night sessions when program is so full . . . . .	1
Allow more time in workshop . . . . .	1

BIBLIOGRAPHY OF BASIC REFERENCES

Assembled for Extension Specialist Workshop

University Of Florida

March 22 - April 2, 1948

Library books as listed below are available in Room 400, Newell Hall (next door to conference room where morning meetings will be held).

Books may be checked out for over-night use only and must be returned to Mrs. Annelle McIntyre, Acting Extension Librarian, before 8:30 A.M. the following day.

Books may be checked out any time during afternoons between the hours of 1:00 and 5:00 P.M.

I. GENERAL EDUCATION AND EXTENSION:

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Miscellaneous

Selected Sayings from Speeches of Dr. Seaman A. Knapp.