

EXTENSION SERVICE  
*Review*

AUGUST 1957

*now showing*

the County, State and National  
**COOPERATIVE EXTENSION SERVICE**



Special Issue



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

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

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

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### EAR TO THE GROUND

This issue embraces the principle of cooperation, the lifeblood of Extension. A few decades back, Liberty Hyde Bailey said that "Unforeseen events change the constitution of human relations and make set projects impracticable and often dangerous. We need beacons more than programs."

Education's big problem has always been that of getting its bearings, of determining which way to go and how to get there. The vigorous manner in which Extension has demonstrated the spirit of cooperation in every facet of its organizational life is what has helped it to distinguish the beacons from the prevailing mist and what has enabled it to steer a straighter course.

People share in setting out the beacons and in charting the path toward them. Federal, State, and county governments are partners in the financing of Extension. Land-grant colleges and USDA join in providing technical knowledge and professional leadership. Unpaid volunteer leaders link arms with Extension in passing out helpful information, as do many other organizations, the church, and industry. Extension's

strength is the combined strength of many. This skillful weaving of cooperative relations up and down and back and forth is what this issue is about. We hope that it will give you a better insight into Extension's dynamic democratic philosophy in working with human nature rather than at cross-purposes.

This, by the way, is the last issue that Mrs. Catherine Beauchamp completely planned and organized before joining her husband in Florida. It is a final tangible expression of her ardent enthusiasm for the Review and her reverent devotion to the cause of Extension. She wholeheartedly gave her vibrant personality, her talents, and her spiritual strength to each issue created during her 3 years as its editor. Like everything else in Extension, the Review is a cooperative undertaking. Under Mrs. Beauchamp's leadership, the Review has achieved a high pinnacle of cooperative effort, since many Extension leaders, Federal and State, have been involved in the planning, and many others wrote the articles keyed to advance the objectives we all seek. We are indebted to her for raising the Review to higher standards of quality—LAS

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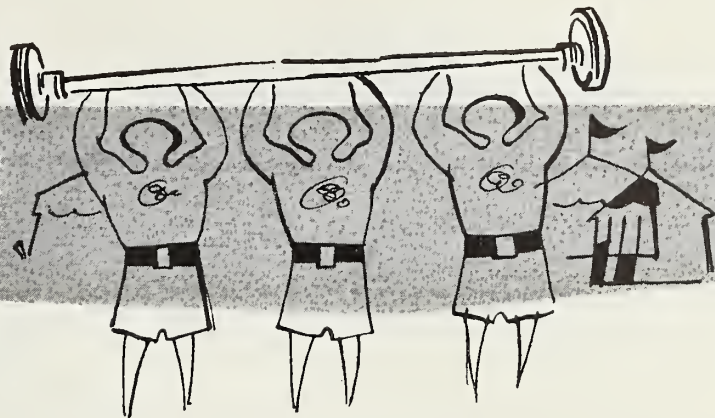
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# What Does It Mean— We are cooperative

by C. M. FERGUSON, Administrator,  
Federal Extension Service

To you and me as Extension workers what does the term “co-operative” mean? Is it just a handle to make us and those with whom we work feel good? Does it have meaning as we find ourselves in everyday contact with folks in the counties—our colleagues in Extension—people of other agencies—members of Congress, of legislatures, of county government? How did this word happen to get into our name? Why is the land-grant college concerned with the Department of Agriculture? On the other hand why is the Department concerned with the program of the college? These are good questions. Let’s turn back a few pages in history and see how it happened to be this way.

## *That Drive for Education*

With the Pilgrims and those who followed came ideas—love of adventure and freedom—great hopes and ambitions of building a new world over a new and untried pattern—keeping much that was good—discarding much that did not fit, but with all a burning desire for a better world—greater opportunity for everyone regardless of the station to which he was born—a driving desire to see that the next generation would have better educational opportunities than the one before.

Out of this ferment of ideas in a new and growing world came the concept that education must break the bonds of tradition and reach out to the masses—to those who tilled the fields, husbanded the livestock, made the homes—and to those who were the artisans of that day—the

blacksmiths, the carpenters, the tin-smiths. It must reach those who were in occupations soon to become an integral part of two new sciences.

## *Increased Technology*

The occupation of farming was to become the science of agriculture. Homemaking would become domestic science and later, home economics. The mechanic arts would be known as engineering. Out of the thinking of the leaders of that day came the congressional action which made possible the creation of the land-grant colleges. The act said to provide for the teaching of agriculture and the mechanic arts “in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

Born of the same demands and in the same year, 1862, was the U. S. Department of Agriculture, “primarily for research and instructions in agriculture.” Ideas were taking form. Colleges were growing up in the woods and on the plains. Many disciplines were being directed to the subjects at hand, botany, entomology, zoology. These began to have a new meaning. A new terminology described course content. Agronomy, field husbandry, and animal husbandry found their places along with a new application of chemistry, microbiology, and physics.

## *A Need for Research*

A void of information began to be apparent. Research was needed. Experimentation began and science, formerly of academic interest only, was put to work to solve the every-

day problems of farming. The Department and the colleges put scientists to work, hunting for things new to the world of that day, new plants, new strains of livestock, new ideas, new information coming from scientific effort, which was soon to be known as research.

Both the USDA and the colleges were beginning to be pressed for information. Farmers were not only anxious to see their sons and daughters in college, but they, too, wanted to become a part of this growing student body. Research was finding its way to the farmstead and the home. The agricultural evolution, geared to its counterpart in industry, was picking up momentum. There was emerging a pattern of cooperation.

## *Of National Concern*

As the last century drew to a close, the Secretary of Agriculture in the Yearbook of 1899 reviewed the progress of the century. Congress for the fiscal year 1899 had appropriated almost 3 million dollars, of which \$720,000 went to the 48 experiment stations. In that year over 7 million copies of bulletins and pamphlets were issued. “Brief popular pamphlets continue to afford the most acceptable means of widely disseminating the results of the Department’s investigations” the report said.

Dr. Seaman A. Knapp, formerly president of Iowa State College, later a member of the USDA staff, was developing a philosophy of teaching by demonstration. Farmers’ institutes

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## • Research • Teaching • Extension A Land-Grant College Trio

by LOUIS L. MADSEN, Director, Institute of  
Agricultural Sciences, State College of Washington

**P**ROBABLY no two State agricultural colleges in the United States are organized just alike. State College of Washington has its unique qualities, too, and I should like to give you an inside look at the relationships among extension, research, and resident teaching.

We think of these three as a coordinated intramural teamwork relationship interlocking at certain points. This was made possible by the establishment in 1946 of the institute of agricultural sciences. The director of the institute serves as coordinator for the College of Agriculture (resident teaching), the Washington Agricultural Experiment Stations, and the Extension Service in Agriculture and Home Economics.

The dean of the college, the director of experiment stations, and the director of extension act as an administrative committee along with the institute director as chairman, who represents the institute to the college president.

This differs somewhat from the more traditional system with a dean and director as chief administrative officer and with associate deans and directors in charge of various segments of the college's agricultural work.

We do not hold up our system as a rod of Moses to set the people free, nor do we claim that we have solved all our problems of living together and working together as a team. Experience indicates that the human element is more important than the organizational structure. As for the basic functions and purposes at Washington State, I suppose they are much the same as for other land-

grant colleges.

Most of our teaching faculty on the Pullman campus also engage in research work. In addition to the main experiment station at Pullman, we have seven outlying stations.

### *Research Workers' Job*

The job of the research workers, of course, is to further the provision of the Hatch Act to "aid in acquiring and diffusing . . . useful and practical information." At Washington State home economics and veterinary research also are a part of the institute of agricultural sciences.

Now, that word "diffusing" is also a part of the Extension organic act. And so it may seem that confusion might arise between the responsibilities and the work of the research scientists and the extension workers. And in fact confusion does exist sometimes.

Research workers publish material, primarily for other researchers, technicians, and extension workers but, in a way, for farmers, too. And many farmers come directly to the outlying stations for how-to-do-it information which lies primarily within the scope of extension.

We have set up certain devices to clarify the fields of operation among the three segments of the institute and to provide a system of two-way communication from the farm through extension workers to the institute and from the research part of the institute back through extension to the farm.

We have biennial conferences of all the agricultural and home economics workers. We have joint subject-matter committees of extension

and research, so that ideas are exchanged, problems threshed out, and a mutual program of subject matter agreed upon.

Extension and experiment stations jointly employ specialists in soil testing and what we call outlying testing, which is a system of controlled demonstrations on farms in specialized areas. Extension has stationed a horticultural specialist at one of our outlying stations to take the load off research workers who otherwise would be doing extension work by force of circumstance.

Extension specialists and research workers collaborate in publishing printed progress reports of research for the information of farm leaders and county agents.

### *Coordinated Coverage*

Our institute information activities are combined to bring about coordinated coverage through mass media and other channels by the three segments of the institute.

In addition to a general monthly newsletter for all members of the institute, special subject-matter newsletters, with news of current developments, also go to agents.

The fact that county agents are full-fledged members of the college faculty speaks for the high regard in which they are held by the college. We try in a number of ways to keep the agents informed and try to channel most of our current information for mass media use through them. They are acknowledged as the spokesmen for the college in their counties.

Right now we're making an intensive study of our teaching methods

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# Harmony in Education

by JOHN A. HANNAH, President, Michigan State University

At a time when there is so much discussion over the question of Federal aid to education, it is curious that so little attention is being given to the significant fact that in the land-grant college system, we have an example of Federal endowment of education which has worked well for nearly a century.

It is equally remarkable that in the effort to find a workable formula, no one has suggested that useful guidance might be found in the ingenious cooperative principle involved in the financing and conduct of extension work. After almost half a century of experience, this Federal-State-County relationship is still fresh and startling, and certainly worthy of examination.

It was because the Congress and President Lincoln recognized the need for a national system of colleges of a new kind to teach new subjects that the Morrill Act became law in 1862. These colleges were intended to serve "the agricultural and industrial classes" and to prepare them for the many fields of useful activity to which traditional educational institutions were paying scant, if any, heed. In the Morrill Act we have the first strong affirmation that it serves the national interest to have large numbers of our people well educated, and that equality of educational opportunity is one of the inalienable rights of Americans.

The mission of these new land-grant colleges was to serve the educational needs of the American people in every way possible. It continues to be their mission today.

Ninety-five years ago, the over-

whelming majority of our people were engaged in agriculture—either directly as farmers, or indirectly as processors, transporters, or purveyors. First efforts of these new colleges were concentrated on teaching; they were gradually extended to research, and eventually to extension of educational services to people on their farms and in their homes.

The creation of the land-grant colleges or something akin to them was inevitable in a country engaged in opening up vast new areas of virgin territory while at the same time it was adjusting to the demands of the industrial revolution. That their faculty members would not be content to teach only what was already known, but would be avid to discover new knowledge, was inevitable. That some means would be found to extend these traditional services into the farthest corners of our country was also a natural development.

Thus we should take pride, not so much in the fact that in America we have created a unique tripartite program of education, but in the fact that those who founded the land-grant colleges, established the Agricultural Experiment Stations, and created the Extension Service, planned so wisely and so well that the system works even better in this modern era than it did in past decades when demands upon it were not nearly as great.

## Colleges' Responsibility

The basic responsibility of the land-grant colleges to the Extension Service is to provide information, encouragement, and inspiration; to train its

leaders and workers; to give it nourishment and sustenance in every form. How close this relationship is and must be is best understood by imagining the Extension Service cut off from the campus and those who work there. Possibly extension work could continue, but certainly it could not be as strong and vigorous and effective as it is today. And by the same token, without the Extension Service the college could not perform its traditional tasks as effectively or efficiently.

## Extension's Obligations

Since this is a partnership arrangement, Extension has some obligation to the parent colleges as well. It is obligated to reflect faithfully and accurately the spirit of the land-grant college, to carry from the campus the information so abundantly available there, and to bring back to the campus faithful and accurate reports of the needs, the ambitions, and indeed the hopes of those who benefit from the services extension workers provide.

Not the least in importance is the role of Extension as the constant reminder to those on the campus that each year more than a million citizens join with Federal, State, and county governments to plan, conduct, and evaluate the largest program in adult education the world has ever known.

In view of the great changes taking place in the world, one hesitates to make predictions. Certainly the steady decline in the number of farm families and the flight to the suburbs from the crowded cities will have

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## *Our Public Wants To Know*

by LUKE M. SCHRUBEN, *Federal Extension Service*

**O**UR out-of-school education system, the Cooperative Extension Service, is unique in its concepts of cooperation. To achieve cooperation by three levels of government is of itself unique. To pursue and succeed with this method in both program formulation and sharing of program costs is rare indeed. While local leaders help county extension staffs study their problems and plan their programs, the appropriating bodies of county, State, and Federal Governments are the ones that decide how much money shall be set aside for Extension work.

In 1957, \$118,903,000 was available to the States for extension work. Of this amount, 42 percent came from Federal sources, 34 percent from State moneys, 22 percent from the county treasuries, and 2 percent from private sources.

### *Reports Are Obligations*

Having taken the responsibility for spending the funds appropriated by our governmental bodies, extension workers have the obligation to report to them on the progress of our program. Every county, State, and Federal official who is interested in extension wants to know and has a right to expect a report on what is done with the taxpayers' money. The type of report will vary depending upon the situation. The reporting requirements as set forth in the Smith-Lever Act generally do not meet the full needs of all the people concerned. Most county extension workers are aware of this and prepare

supplementary material for their and others' use.

County governments' contribution of 22 percent amounted to about \$26,000,000 in 1957. Most county extension workers take pride in reporting progress and the work planned for the next year to their local legislators as well as to their people in the county. Most of these reports are directed to specific important problems within the county and what was done about them. This type of reporting for laymen brings into focus the kinds of problems faced by extension workers, such as soil and water conservation, pest control, farm housing, grassland farming, health, nutrition, safety, and the contributions they make in solving these problems.

An illustration of this point is found in the adequate reporting achieved by a certain Wyoming county extension staff. They wrote a progress report on all phases of agriculture, home economics, and youth work, in terms of specific problems and their solution, telling who participated in program planning and how the plans were carried out. The mimeographed report was given to all those concerned—county officers, organized groups, press and radio people, State and Federal legislators, and some university and U. S. Department of Agriculture officials.

### *The Educational Arm*

The Federal Extension Service is the educational arm of the Department of Agriculture and also speaks for the State Extension Services. It

has a responsibility to report to the Department, the Bureau of the Budget, and the Congress, the achievements of extension workers, the program adjustments being made, the program requirements based on research results, the problems needing solution, and the proposed extension work to be done. Members of the Committee on Extension Organization and Policy also assist in their capacity as leaders in our vast network of cooperative relationships.

### *Keep Government Informed*

United States Senators and Representatives are vitally interested in the results of various government programs being carried on in the districts and States they represent. The Federal Congress appropriated almost \$50,000,000 to support extension work in 1957. These men and women cannot act in their official capacities unless they are well informed. These officials are generally thoroughly aware of the problems considered important to their constituents. They are not so familiar with what extension workers are doing about them.

To evaluate accurately the relative merits of a multitude of requests for money, Congress and other appropriating bodies must know what is being accomplished with funds. Changes in emphasis and redirection, geared to specific problems, as well as the measure of local planning and participation—all of these are the yardstick with which our accomplishments and future plans are evaluated.

# Partners With One Objective



by P. V. KEPNER, *Federal Extension Service*

**P**ARTNERSHIPS find their justification in the fact that two or more persons or groups, through the organized pooling of resources to attain a common objective, can function more effectively than if each partner operated alone. Within partnerships, even though there may be different functional responsibilities performed by the different members, characteristically there is mutual agreement among all the partners as to general courses of action to be pursued.

Such is the case with the Cooperative Extension Service.

But how, you may ask, can the Department of Agriculture—the Federal unit in this partnership—and the 51 separate State and Territorial Extension Service units work out effectively common policies and programs?

Fortunately, this is not as difficult as it might appear to the uninitiated. Through the Extension Committee on Organization and Policy (for identification see Extension Service Review, July 1956\*) and its various subcommittees, a very effective mechanism exists.

## *Some Examples*

The following brief examples illustrate how this process functions. Over the years since the passage of the Smith-Lever Act, nine additional acts directly affecting cooperative extension work were passed by the National Congress. Variations of these acts created additional administrative work detracting from efficiency. Likewise definite ceilings prevailed on the amount of Federal appropriations which could be made in support of this cooperative public service. This necessitated a new law, every

time the current ceiling was reached, which would authorize the Congress to appropriate additional funds.

This situation raised a major policy question: Should the Department of Agriculture and the State Extension Services undertake to have all these laws consolidated, modernized, and arbitrary appropriation ceilings removed, or should the previous pattern be continued?

This question was considered by all State extension directors and administrators of the Federal Extension Service. It was also made a matter of policy consideration by the Extension Committee on Organization and Policy. This committee established a subcommittee of State directors to work with representatives of the Department of Agriculture in drafting proposed legislation for final consideration. When the subcommittee's recommendation was finally developed, it was approved by the Organization and Policy Committee and recommended to the Executive Committee of the American Association of Land-Grant Colleges and State Universities, representing the States, and to the Secretary of Agriculture, representing the Federal Government. Both approved following the course recommended. The legislation jointly developed and approved was recommended to the Congress and was enacted. (Public Law 83—83d Congress, June 26, 1953.)

This action is typical of the way questions of major policy of concern to both primary parties in this partnership are jointly considered, mutual agreement reached, and positive action taken.

Of the many examples in the field of joint program development, a re-

cent and significant one is that of the unit approach. This is the more intensive on-the-farm and in-the-home counseling with farm families, frequently referred to as Farm and Home Development.

There had been over recent years a fairly universal recognition of the growing need for shifting extension efforts in this direction. However, organized attention apparently was required to bring this need sharply into focus and to give it appropriate impetus. Again the Organization and Policy Committee, representing both primary partners, took the leadership. Early in 1954 this matter was discussed by the committee with the Assistant Secretary of Agriculture for Federal-States Relations. Subsequently it was discussed with the national leaders of most of the general farm organizations and commodity groups, and others.

Agreement was reached that such intensified educational work with farm families was both essential and proper. The Organization and Policy Committee adopted a resolution urging all States to use new funds being requested that year from the Congress primarily for this purpose. Both State and Federal extension workers participated in regional conferences to develop the most efficient methods for use in this revised program emphasis. Such joint consultations are being continued, of course, with respect to this and other aspects of program emphasis.

## *Subcommittees*

Many of the matters to which the Organization and Policy Committee gives attention are studied by sub-

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# What is an Extension Program

by EUNICE HEYWOOD, Federal Extension Service

FROM time to time extension workers are called upon to answer the question, "What is the program of the Extension Service?" If the query comes from someone completely unfamiliar with the Extension Service, it soon becomes necessary to explain the purpose of the Cooperative Extension Service and its relation to the land-grant college, the U. S. Department of Agriculture, and to county governing bodies. Such information has been ably presented elsewhere in this issue, but the seeker after knowledge may want more detailed information as to just what extension workers do and how they do it. This is the \$64 question. Every extension worker should be prepared to answer it in a way that reveals the scope of extension work and at the same time is specific enough for the uninitiated to understand.

## Confusion of Programs

Part of the difficulty we face in doing this is due to our flexible use of the word "program." We speak of the "county extension program," the "4-H Club program," the "dairy program," the "home demonstration program," the "nutrition program," and so forth. The experienced extension worker knows that the last four, while complete programs in themselves, are parts of the total county extension educational program. But it is often confusing to those not intimately involved.

Another difficulty is one that occasionally confounds even the veteran extension worker. It is the rather wide variation in program emphasis and methods of operation among States, and, in some instances, between counties within the same State. True there are more similarities than differences in the way all extension

work is conducted, but it is important that we recognize that one of the distinctive characteristics of extension work is its ability to adapt to the needs of any area.

Some differences are due to the way extension work developed in a certain place. For instance, 4-H Club work is closely allied to schools in some parts of the country and quite apart in others. Other common variations among States are found in such things as the amount and type of extension work done in urban areas, and the degree of program integration between agriculture and home economics, youth, and adults. While it may not be wise to generalize about the way all extension work is carried on, the basic philosophy of helping people to help themselves is common to the Extension Service throughout the country.

This leads to a third and most important point that must be stressed if we are to answer fairly the original question, "What is the extension program?" Beyond the general statement of program covered in the basic legislation and some broad statements of objectives, there is no overall national or State extension program as such. Instead, there are over 3,000 county extension programs. While there are major problems in agriculture and home economics that are of State and national concern, the development of programs to solve such problems begins at the local or county level. Thus extension programs are tailored to fit situations and needs as seen by local people. In many instances, careful analysis of a problem may indicate that the solution involves State, regional, or even national action. Examples of this are found in such fields as marketing and brucellosis eradication.

A fourth point of possible confusion is the tendency on the part of some extension workers and many cooperators to confuse extension plans of work with the extension program. The generally accepted distinction between the two terms commonly used in the Extension Service is as follows:

A county extension service program is arrived at cooperatively by the local people and the extension staff and includes a statement of:

The situation.

The problems that are a part of the situation.

The objectives and goals of the people.

The recommendations or solutions to reach their objectives on both long- and short-time bases.

A plan of work is a statement of the action to be taken by the extension staff and the people, within a definitely stated time, to carry out the recommendations in the program. The plan of work includes:

What is to be done.

Who is to do it.

How it is to be done.

When it is to be done.

Who is to be affected.

How results will be measured.

## Objectives

As extension workers we speak glibly of extension programs, but how many of us can present a clear picture of the total extension educational effort in one county? A fairly typical list of objectives that might be found in an extension program in a rural county might read as follows:

Maintenance of soil fertility, improvement of livestock practices and marketing facilities, improvement of

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# Linked With Human Nature

by *L. A. SCHLUP, Federal Extension Service*

Once in a while it does a soul good to rationalize for himself and document a philosophy which laces the affairs of his environment with meaning and arms him with constructive zeal. Some years ago, I prepared a statement which, to me at least, justified my ardent adherence to the cooperative Federal-State-County principle of the Extension structure, and gave me more faith in it as a practical means of linking the common welfare with the aspirations of individuals. Since this Review issue is devoted to the cooperative nature of extension work, the kernel of that personal philosophy follows:

Man is a paradoxical creature. Since the pressure of population forced him out of his leafy refuge in the trees . . . and even before . . . he has had to contend with a dual expression of his personality. The two horns of his dilemma are rugged individualism and group action. Selfish aims and public interest aims frequently clash.

Men have organized their various types of social orders against external attack, to preserve security, to guarantee justice, to curb the anti-social tendencies of individuals who are uninhibited, to administer the affairs of the group, and for many other purposes of the common good.

What is the answer, then, as far as Government public service effort is concerned . . . the answer to man's desire to be both a rugged individual and a member of a group which takes collective action in preserving the interests of all individuals? How far can we advance the principle of collective public service interests at the expense of individual interests without endangering the security of democratic institutions? How far can we go in advancing the interests of the

individual without endangering the common welfare?

One answer in Government may be the middle course, the course that steers between the two extremes, the course that violates neither the social nor the selfish side of human nature. That course is taken by the Cooperative Extension Service. It knits in one fabric the needs of a central point of approach to nationwide problems, the needs of the State, as reflected in the term "State's rights," and the needs of the county, the local community, and the individual. Free enterprise and national group effort are merged in the Cooperative Extension Service. It is a unique example of how a Government organization can be allied with human nature in a community of objectives expressed through a diversity of local approaches . . . a democratic philosophy which encourages individual enterprise and the best features of cooperative action in the intensely human struggle for a better life.

The Cooperative Extension Service, through county extension agents located in every rural county and some cities, brings to the people the latest technical knowledge from the laboratories of the U. S. Department of Agriculture and the State experiment stations. But when the knowledge reaches people, it is not academic. It is geared to the problems which people face and becomes a part of their habits and everyday living.

This is primarily because people themselves take responsibility in determining how extension work should operate. People are partners with their county, State, and Federal governments in maintaining and guiding extension work. It must be so if the advances in individual thinking and action toward better living are to be-

come their permanent acquisition. It must be so if the individual is to exercise the inalienable American right to build his future as he chooses.

Government can't be smarter than Main Street nor the country crossroads. Progress in seeking a better life, whether it is fast or slow, must be allied with human nature in the manner that is basic in the philosophy of the Federal-State-County Cooperative Extension System. To me, this cooperative principle means the vitality of Extension's destiny in a democracy where the rights of the individual share with the common welfare. It gives the Extension edifice a secure foundation.



## CALENDAR OF EVENTS

### SEPTEMBER

The National Home Demonstration Council—Ohio State University, Columbus, Ohio—Sept. 8-11.

### OCTOBER

National Safety Congress—Oct. 21-24, Chicago, Ill.

National Association of Home Demonstration Agents—Oct. 22-25, Minneapolis, Minn.

### NOVEMBER

American Association of Land-Grant Colleges and State Universities—Nov. 11-14, Denver, Colo.

Outlook—Nov. 18-22, Washington, D.C.

Farm-City Week—Nov. 22-28

### DECEMBER

National 4-H Club Congress—Dec. 1-6, Chicago, Ill.

National Association of County Club Agents—Dec. 1-4, Chicago, Ill.

# We Pooled Our Resources . . .



by J. W. CHAMBERS, County Agent, and DOROTHY BOND,  
Home Demonstration Agent, Richmond County, Ga.\*

\*Other members of the staff are W. F. Bazemore and E. J. Bible, Jr., assistant county agents; Carolyn Paradise, assistant home demonstration agent; and Mrs. Mattie R. Collins, clerk.

**H**ow do you coordinate a county extension program? That's a question we asked each other when we decided to pool our resources to make our extension services go further.

With added responsibilities extension agents today find that it is very important for the overall county program to be properly coordinated. To have a well-planned program, each person on the county staff should have a part in planning and carrying it out.

Much of the work, such as regular radio programs, newspaper articles, and television shows, is divided equally and rotated weekly among the agents. A schedule is posted on the bulletin board well in advance.

Special activities in which we are asked to participate, such as programs at civic clubs and garden clubs, community drives, and serving as judges, are another important phase of our work. We try to handle these special requests on an equal basis by letting only one extension worker represent the organization when possible. In this way, our time is better distributed and a better balanced program is obtained. Our public relations are kept on the highest level, which is the secret to the

success of any county extension program. It also aids in the personal attitude of each worker.

The harmony that exists among all extension agents is reflected by the program of work and measured by the many outstanding accomplishments the county organization has made during the past years.

## Long Service Helps

Another important point to consider in a well-coordinated county program is the length of service each agent has within a county. We believe a person can do a much better job after his first year in a particular location. Although the Agricultural Extension Service is basically the same over the United States, it's different in the different sections, States, and even the counties. Most of the really outstanding accomplishments are brought about by long-range planning and working.

It is difficult to accomplish an outstanding record within a short length of time. We have had only a very few changes in personnel within the past 15 years. The staff includes 6 persons, and there have been only 5 changes in the entire group during that time.

Good local and State working relations are a "must" in a well-balanced and coordinated effort. Each year we try to include all county and State cooperative officials in the Agricultural Extension Service program in several outstanding events in the county program. This has helped develop the program and gives all the officials and interested persons an opportunity to observe how much progress has been made.



Monday morning conference of the Richmond County extension staff. Left to right: L. B. Bible, asst. agricultural agent; Mrs. John Collins, clerk; W. F. Bazemore, asst. agricultural agent; Carolyn Paradise, asst. home agent; Dorothy Bond, home agent; and J. W. Chambers, agricultural agent.

The entire county extension staff strives to develop a better county in which to live. Realizing that knowledge is the first essential to service, we always depend on the State and Federal Extension Service to provide program outlook as well as the very latest information in agriculture and homemaking.

In Richmond County, Ga., we have regular Monday morning staff conferences of about 1½ hours to plan our joint meetings for the week and to discuss the schedule of each staff member. These conferences are designed to stimulate a desire to do the best job possible; and to give each agent an opportunity to report on completed projects and activities, and plan ways for the agents to cooperate and assist each other.

Teamwork is the key to all phases of extension work for both adult and youth. For example, in 4-H Club work, a county agent and a home demonstration agent are responsible for regular 4-H meetings each month. Occasionally the county agent presents the program to the joint groups

—both boys and girls—and at times the home agent is in charge. Agents travel together to meetings when possible.

At community meetings the Extension Service is represented by a county agent and a home demonstration agent. All extension agents attend countywide meetings.

At small group meetings, each extension agent agrees to serve as an adviser or chairman of each phase of the meeting. This works out well when everyone knows his or her responsibility at the meeting. Overlapping of efforts and energies is eliminated.

#### *4-H Camp — A Joint Endeavor*

Through the coordinated efforts of all extension agents in Richmond County, a \$100,000 county 4-H Club camp has been developed within the past 15 years. The camp received its charter this year. It is operated and maintained entirely by the five extension agents, the 4-H advisers' council, and the home demonstration council.

The Richmond County 4-H Club Camp is the meeting place for all countywide activities related to extension work—dress revues, talent contests, family cookouts, picnics, and the like.



The Richmond County extension staff paint the swimming pool prior to the 4-H Club camp.

## Harmony in Education

*(Continued from page 165)*

their effects upon extension work. But one of the most remarkable characteristics of Extension is its resiliency and adaptability. Rural conditions today are far different from what they were half a century ago, and yet extension work grows in strength and usefulness. There seems to be no reason to doubt that it will continue to adapt quickly and readily and willingly to the conditions of 10, 20, and 50 years from now.

### *Educational Integration*

The years ahead will afford to Extension a major opportunity to become an even stronger part of the overall land-grant college and university programs. As new public needs arise and are identified, extension workers will find new challenges which will demand their best efforts. They can and should develop ever closer cooperation with divisions of their colleges and universities other than agriculture and home eco-

nomics which have missions in the vast area of adult education. The boundaries between specific areas of responsibility should become less distinct. This can be the case if extension workers will take the initiative in making available to others their specialized resources and their know-how in dealing with individuals and with groups. Other workers in off-campus education could learn much from extension workers.

As agriculture realizes more and more that the problems of agriculture are really problems of concern to the entire population, extension workers could well learn that they have much to contribute to the solution of broader and deeper problems than those with which they have coped in the past.

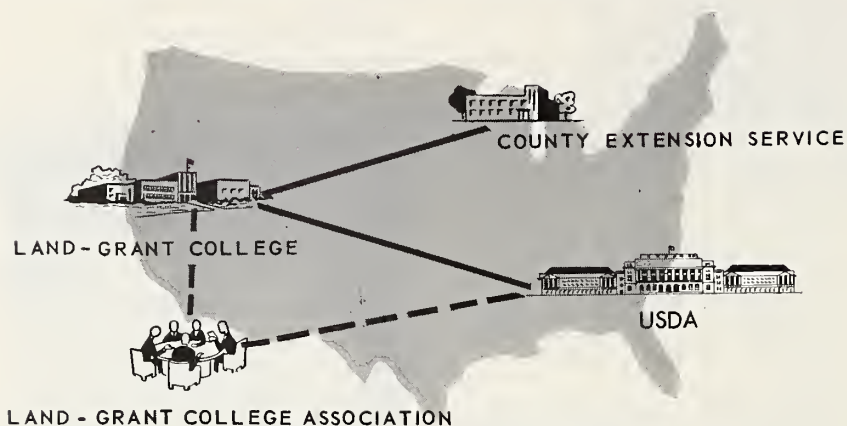
Extension workers have a real opportunity in the university programs in the underdeveloped areas of the world. Many of these countries have basic problems of food supply and extension workers can make a real distribution to the solution of which

extension workers can make a real contribution.

The Extension Service and the allied colleges and universities will certainly work together in encouraging better professional training for extension workers, for the demands upon them will be more urgent, and the very diversity of their future concerns will dictate that they be educated both more broadly and more deeply. We need only think of such areas of concern as marketing and consumer information, public affairs, area planning, and the use and development of natural resources to appreciate that the extension workers of the future will be working as teammates with those on the campus and in the field possessing a high degree of professional competence in their areas of specialization.

The Cooperative Extension Service has a proud history. Its current accomplishments are praiseworthy. Its future is bright and secure. In these things, all of us can find cause for gratification.

# You Are Represented in ECOP



The American Association of Land-Grant Colleges and State Universities furnishes the mechanism for making policies and programs.

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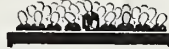
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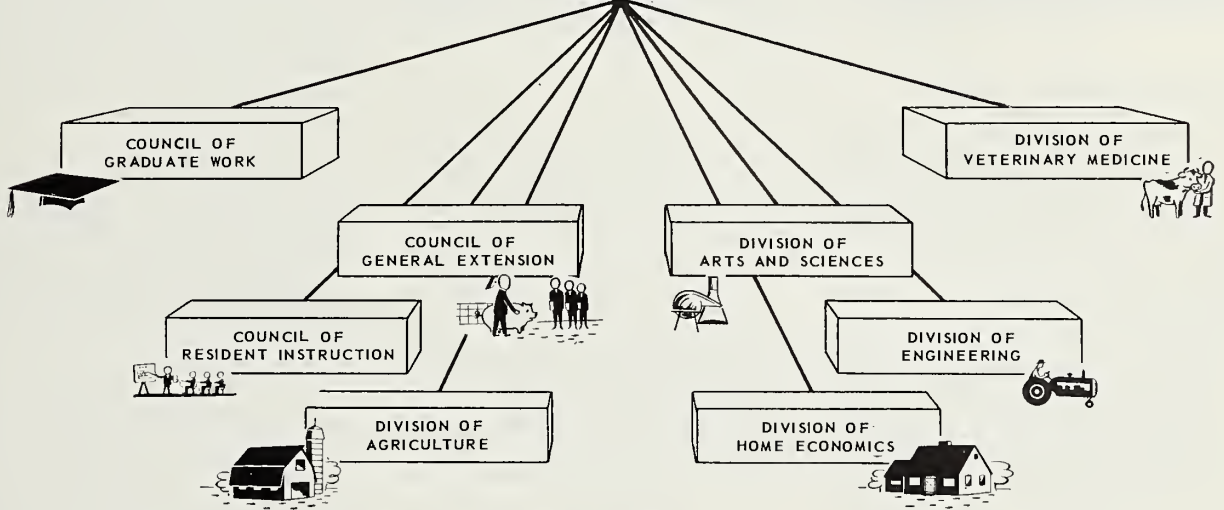
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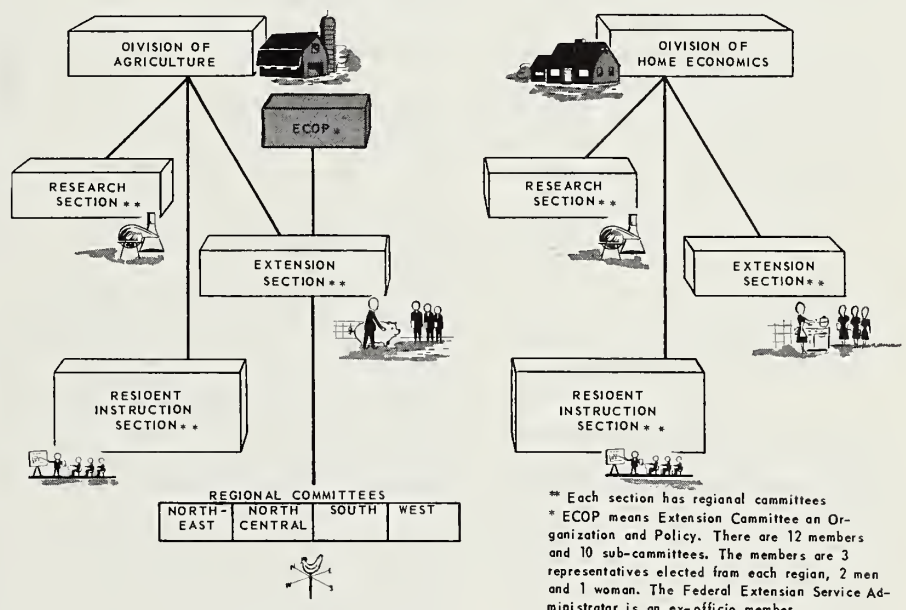
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\*\* Each section has regional committees  
 \* ECOP means Extension Committee on Organization and Policy. There are 12 members and 10 sub-committees. The members are 3 representatives elected from each region, 2 men and 1 woman. The Federal Extension Service Administrator is an ex-officio member.

## Summary of

# MEMORANDUM OF UNDERSTANDING

### *Federal Extension Service*

- Review and approve State plans of work and budgets.
- Advise Department, Budget Bureau, and the Congress on Federal finances needed to carry out total program.
- Consult with national farm leadership on Extension programs.
- Provide counsel, guidance, and leadership to States.

### *State Extension Services*

- Provide information needed for county program development.
- Review county programs to determine county, State, and Federal funds needed for total State program.
- Consult with State farm leadership in building State program.
- Determine assistance needed from Federal staff in program development and execution.

### *County Extension Services*

- Formulate plans of work for carrying out county programs.
- Assist in the preparation of county budget needs.
- Execute county program with assistance of State staff.

### *County and Community Program Advisory Committees*

28,000 committees work with agents to:

- Analyze situations and conditions affecting agriculture and family living.
- Determine priority problems and yearly goals.
- Recommend county staff needs.

### **Graduate School**

### **Correspondence Courses**

United States Department of Agriculture's Graduate School Correspondence Courses, open to qualified field employees, may be started at any time. Thirteen courses are now offered, although only one may be taken at a time.

Among the courses of special interest to Review readers is a course on report writing, designed to aid in preparing reports to administrative heads, with special emphasis on a

clear, concise, orderly informative presentation.

Practical aspects of soil management for good production, conservation and improvements, and physical, chemical, and biological properties of soils of different places are all covered in a soils and soil management course.

Farm forestry deals with the principles of forestry as integrated with the farm business, and as contrasted with commercial forestry.

Write to Graduate School, U. S. Department of Agriculture, Washington 25, D. C., for registration cards and further information.

committees established by the parent committee. These committees usually include both State and Federal extension staff members. Some of these committees are continuing committees with rotating membership, while others are special committees established to consider a particular problem at a particular time. A good example of the former is the Extension Subcommittee on 4-H Club Work.

This subcommittee gives continuing attention to 4-H program and policy matters and develops recommendations which are then submitted to the Organization and Policy Committee for appropriate action. An example of the work of this subcommittee involves the use of the 4-H Club name and emblem.

As you know, the use of the 4-H Club name and emblem is safeguarded by law with the Department of Agriculture responsible for administering it. However, all extension workers are concerned. Hence, through this committee structure, the Department sought the counsel of the States as to the most appropriate circumstances and regulations under which such use should be authorized. Since the considerations were quite complex, the 4-H subcommittee gave long and detailed consideration to the issues involved, discussed tentative conclusions with State 4-H leaders, and finally developed a set of proposed regulations to govern the use of the 4-H Club name and emblem.

These were reviewed and approved by both the Organization and Policy Committee and the Secretary of Agriculture, and are now in effect.

These few examples reflect the close consultations that are constantly carried on between the primary partners in this cooperative undertaking, namely the Department of Agriculture and the State land-grant colleges and universities.

*\*Reprints of the article on The American Association of Land-Grant Colleges and Universities and ECOP are available from the editor. Ask for the July 1956 issue.*

# If we keep our eyes on the ball

by C. W. NIBLER, Extension Dairyman, Nebraska



**E**ACH person in the Extension Service contributes in his own way to the objectives of the agricultural extension organization. By channeling their efforts into one well-directed stream of service to farm families, extension workers in the counties, their supervisors, and the State specialists bring to bear on farm problems the combined energies and abilities of many persons.

The success or end results of agricultural and home extension programs vary with the amount of skill and energy used in the planning, execution, and completion of the projects.

In all agricultural extension programs, the county extension workers are the grassroot representatives of the land-grant colleges and the Federal Extension Service of the United States Department of Agriculture. They are best qualified to help organize local people for developing farm, home, and community plans. They know the people and the local problems, and are in a position to offer sound, aggressive leadership. Hundreds of examples could be cited, telling how county agricultural and home demonstration agents have organized their local people to carry to completion projects that have improved agricultural and home conditions in their counties.

The supervisors, like the pilots of river craft, carrying cargoes up and down stream, serve both county workers and specialists in keeping them informed on the latest developments, advising, consulting, assisting on different projects or phases of the agricultural extension program. As

the liaison, supervisors with their experience and knowledge can provide sound guidance for specialists and county staffs working on common problems. The specialist as the purveyor of subject matter information is always ready to supply, if possible, information that is needed by the people in the counties. Specialists know not only the conditions in each county but also are able to speak with an understanding of the situation, State and nationwide.

## Favorable Environment

To create a favorable working environment when the services of supervisors and specialists are desired, the following suggestions are made:

1. Careful planning should be high on the list. Planning starts with the agricultural and home agents counseling with local people and committees on objectives to be accomplished and methods of execution. The more thought put into careful and thorough planning the lighter the work load later and the greater the accomplishments.

2. If invited to sit in on program making, supervisors and specialists often can enrich the quality of the program. Sometimes this can be done by bringing the folks together in small groups, or a personal chat over a cup of coffee may be more effective.

3. Clear and accurate communications between workers are always important. Pleasant relationships are not possible unless all parties involved understand the problems. For example, copies of letters written by

specialists to individuals within a county should be sent usually to county extension workers or others involved. Sometimes copies should also go to supervisors, particularly when the contents of the letters might influence their decisions. County staffs in turn should keep specialists and supervisors informed of their activities. Copies of circular letters about meetings, tours, demonstrations, and other events in which the specialists or supervisors are interested should be sent to them before the event takes place. Announcements are often a tipoff to State workers in preparing and presenting information at a meeting or conference. Specialists appreciate knowing in advance what is expected of them at a meeting and what arrangements may be made for a question and answer period.

4. Adherence to a planned program is important for all participants. Public relations are strengthened when people can depend upon a business-like meeting, tour, or demonstration. One of the best rules to follow in keeping a program on schedule is not to overload a program or try to accomplish too much.

5. Last but not least—let us not lose sight of the need for pleasant physical facilities for real accomplishments in agricultural extension work. Clean, well-lighted, freshly ventilated, comfortable assembly rooms or meeting places where one can see and hear are very important. An adequate supply of chairs for the occasion is doubly important. This means checking in advance to see

(Continued on page 177)

# What Has Made Extension Grow

by GLADYS GALLUP, Federal Extension Service

**E**XTENSION is democracy in action. The Extension Service is a cooperative educational movement: farmers, homemakers, businessmen, and youth are partners with their government—local, State and National. Together they organize, develop, and carry on cooperative extension work in their own respective communities.

When the people concerned actually sit down at a common council table with the representatives of government and develop plans for more effective farming, better homes, and a greatly enriched community life, it is truly democracy at work.

County extension agents are the backbone of the Cooperative Extension Service. They have helped make Extension grow. County extension agents are men and women, technically trained and representing the land-grant colleges and universities and the U. S. Department of Agriculture. Rural minded for the most part, they live in the counties among the people they serve.

Extension workers serve the agricultural and home interests of all people, regardless of politics, religion, nationality, or color. Extension

workers study local problems and bring to the people the latest research findings and know-how that will help improve the county.

Their task is a big one, for in the average county there are about 2,000 farm families, about 2,700 other rural families, and about 4,000 boys and girls of 4-H Club age. Some counties have only 1 or 2 extension agents; others have much larger staffs.

Extension workers are teachers and organizers. They are leaders in their respective counties; they work with people individually or in committees; they work with groups, from platforms, and through mass media. Men, women, boys, and girls attend classes or lectures or club meetings of their own free will, motivated by a desire for more knowledge or greater skill.

With the increased complexity of community life, the work of the extension agent has become intricately interwoven with that of many other governmental departments and agencies, such as public schools, health and welfare, and soil conservation. Part of the extension agent's responsibility is to know the many sources of help in the community and bring those to bear upon the

situations where they are needed. Working effectively with other agencies has helped make Extension grow.

Local leaders have helped make Extension grow. Too much credit cannot be given to these men, women, and older youth who serve as voluntary, unpaid local assistants to extension agents. In 1956, there were 1,266,695 local leaders, of whom 72 percent were in adult work, and 28 percent in 4-H Club work. This is an average of more than 400 leaders per county and about 117 for each county extension worker.

Studies indicate that these voluntary unpaid local leaders devote at least 11 days per year in analyzing local problems, planning their solutions, helping to instruct, and in many ways assisting with extension activities. The training and experience these people receive in Extension contributes greatly to their ability to cope with other problems.

## *Extension Methods Are Unique*

The Extension Service has always had a philosophy of helping people help themselves, because people learn by doing and seeing others do. Consequently the work of the Extension Service has not been doing for people, but helping them do for themselves. Extension is not personal service. It is community service. When an extension agent influences a farmer or farm woman to carry out a demonstration, this is not only a help to them but a service to their neighbors as well.



The kitchen of Mr. and Mrs. B. Rand, Sherman Mills, Maine, before remodeling, and after remodeling.



Demonstrations are convincing because farmers learn by seeing and doing. "What a man hears he may doubt; what he sees he may possibly doubt; but what he does himself he cannot doubt," as expressed by Dr. Seaman A. Knapp.

As a method of teaching, demonstrations were successful from the start. Early result demonstrations sparked the founding of the Cooperative Extension Service.

Many observers of extension methods in the most underdeveloped communities in this country and foreign countries credit the result demonstration with being the most effective method of convincing and persuading the least informed and most skeptical families to adopt improved practices. Satisfying results build the confidence that paves the way for more effective use of other teaching methods. Among rural people, much of the influence and prestige of the Extension Service has been based on demonstrations showing that the newer ways of scientific agriculture and homemaking pay dividends.

It takes many methods to reach a cross section of people—methods that reach individuals, such as home visits and office calls, and methods that reach people in groups, such as meetings and mass media. It is Extension's job to make it easy for people to learn better agriculture and homemaking practices by using the method most suitable and practical for the person or the community.

### **Highly Trained Personnel**

Through the years people have recognized the services of extension agents in their counties and have requested more trained workers. Today there are 10,835 county agricultural, home demonstration, and 4-H Club agents. State extension services employ 3,083 directors, specialists, and supervisors; and in the Federal Extension Service there are 96 administrators and specialists.

In times of emergency, extension workers are looked upon as leaders in organizing measures to help overcome the emergency situation. The Extension Service can be counted on to make its resources available in the common good properly geared in with



Plant food applied to soil more than doubled the yield of wheat on the Owen Shoemaker farm in Henry County, Mo.

other elements of the overall civil defense plan.

The exceptional development and success of the Extension Service would not have been possible without highly trained Extension workers whose teachings are solidly based on the work of the experiment stations.

Extension workers throughout the years have kept in close touch with the latest research that has practical application to their jobs.

The current rapid changes in Extension's responsibilities have developed among State directors an acute awareness of the need for increased efficiency and increased training.

### **Extension Studies Its Job**

To insure efficient use of the extension dollar the Extension Service has constantly studied the effectiveness of programs and devised effective ways to assist people to apply the results of research to advancing technology.

Extension work is carried on in many ways. Through extension studies extension workers find out if they are directing their energies toward the most important problems of the people. Extension workers find out if they are using the most efficient methods. They find out if they are relying too much on methods developed in the early days when the average educational level was lower than today and problems faced by people were less complex than at the

present time. They find out if they are using methods and programs which meet the needs and interests of our expanded audience—both rural and urban people.

Extension studies help Extension workers dig below the surface rather than make superficial judgments. Administrators have found extension studies reasonably secure foundations upon which to base their decisions. Extension studies go further than superficial opinions; they dig deep and feed the roots of Extension.

Extension programs are flexible so as to meet the changing times. Extension is never static. Today's work was part of yesterday's goal. Extension activities, programs, and objectives must adapt to current needs of people. This is why Extension grows.

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## **Eyes on the Ball**

*(Continued from page 175)*

that committee and individual assignments have been executed satisfactorily. Above are mentioned only a few of the essentials that are needed for creating a pleasant environment. There are many more which could be named that would help develop the best in teamwork. The thoughtful and resourceful extension worker will always find a welcome place on this team.

### **Summary**

The experience of agricultural extension workers has proved that a great deal can be accomplished when there is excellent teamwork among county workers, specialists, and supervisors. Each individual has much to contribute to our many faceted agricultural extension program. Five essentials necessary for good teamwork and a pleasant working environment are: Thoughtful advance planning by county and State personnel; wise counseling between county and State workers; an exchange of information between all parties concerned; adherence to the planned program; and pleasant, comfortable, physical facilities for meetings.

## We Are Cooperative

(Continued from page 163)

and agricultural societies were seeking help from the colleges and the Department. Teachers in the colleges were called away from classes and research workers from their laboratories to satisfy a growing demand for folks on the land to become a part of this growing need for informal, out-of-school education.

Leaders in the field of education saw the implications and the opportunities. The General Education Board, established by Rockefeller in 1902, gave impetus to the movement as early as 1906, by financing 85 demonstration agents under the direction of the Department of Agriculture. By 1910 this work had spread to 455 counties.

Prof. P. G. Holden reports that farmers coming to an Iowa State short course in 1902, wanting more time to discuss corn growing, agreed to come to class at 5 a.m. In 1903 due to Holden's infectious enthusiasm, the farmers of Sioux County went with their county supervisors seeking funds to finance an expansion of demonstrations underway at Ames.

A. B. Graham was appointed superintendent of Extension at Ohio State University in 1906. Work with boys and girls was getting underway through groups which years later were to be known the world over as 4-H Clubs.

### Congressional Legislation

It was against this backdrop that in 1914 the Congress gave legal status to a joint effort on the part of the Department of Agriculture and the land-grant colleges. The word "cooperative" became official.

The bill, passed in 1914 and amended in 1953, states, "Cooperative Agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics (and subjects relating thereto) to persons not attending or resident in said colleges . . ."

County extension workers and specialists, leaders and administrators in the colleges have come to be known as "cooperative" agents, working in

a climate insured by the Smith-Lever Act and such subsequent State legislation as was necessary to bring the Extension Service into being in each State.

Of necessity, if the agencies of two governments are to work in harmony toward a common goal, it is necessary that certain responsibilities be delegated to each which they agree to accept, at the same time recognizing areas of joint responsibility.

Much could be written about the 43 years and the growing, evolving, expanding confidence which has developed, but much of it must be felt and experienced to be appreciated.

### Lines of Responsibility

In actual operation the cooperative extension system provides for a Federal Extension Service which is responsible to the Secretary of Agriculture, and a State Extension Service in each land-grant college or university under a director who is responsible to his college administration. He also holds a special appointment from the Secretary of Agriculture by virtue of which he accepts certain responsibilities for administering the Smith-Lever Act within the State.

In effect, each director has two lines of responsibility, one to his own land-grant college and one to the Department of Agriculture. The State director has the responsibility of developing administrative procedures and programs of work in consonance with both parent institutions. At a glance this would seem to put the director at times in a difficult spot, particularly if the policies of the college and of the Department might be at odds. While this can happen, these occasions are kept at a minimum by careful adherence to the spirit of the memorandum.

Policies are not made on a unilateral basis. They are very thoroughly explored, as Mr. Kepner has pointed out in his article on page 167, by the Extension Committee on Organization and Policy, on which the administrator of the FES serves in an ex officio capacity. By this process, understandings are developed in advance and policies are fashioned to accomplish agreed upon objectives.

### How We Function

In actual operation this cooperative effort falls into three general areas:

Administration

Program development—operation and evaluation

Subject matter and program liaison

The responsibilities for these three areas fall into a simple pattern of organization. Those charged with administrative responsibilities, both State and Federal, cooperate through regional conferences and by virtue of responsibility delegated by the State to the Extension Committee on Organization and Policy. Intimate contacts are maintained by administrative personnel from FES working closely with State directors and their administrative staffs.

Those with responsibilities in the program field are in the second area which includes a part of the function of the State leaders, field agents or district supervisors in the States, and program personnel in FES, working through regional conferences and otherwise. Special efforts and particular points of program emphasis from time to time call for special work conferences to discuss methods of program development on a cooperative basis. After the general pattern has been hewn out and broad principles established, the cooperative effort from here on is largely on a State-to-State basis with members of the Federal staff working with their counterparts in the States. Much of this type of assistance results from direct requests from the States. The Federal staff members do, however, originate some contacts in order to help strengthen certain phases of work.

The third area is one of great dimension. It encompasses the many lines of subject matter on which staffs must be kept up to date, and the information incorporated into an integrated unit approach. Subject-matter leaders in the Federal Extension Service maintain a direct line of communication with their counterparts in the States, the specialists. Through letters, bulletins, circulars, and conferences at State, regional, or district level, the pipelines of research

information keep flowing from Federal to State, State to Federal, and from State to State, so that every program may reflect each piece of new information which is applicable to the local situations when the final job of extension teaching is done—in the community—on the farm—in the home—in the processing plants and . . . in the market place.

A formal Memorandum of Agreement with minor changes to suit some State situations is the basic document which sets forth the principles of cooperative effort under which extension work is carried on.

### ***Our Destiny Rests Upon Strong Cooperation***

And now having turned back a few pages of history, let's try to look through the screen of the future. When we consider the possible shape of things to come, we can't be too sure of very much. But we can all agree, I believe, that the future will be different in many ways. We can also agree that education will make a vigorous contribution to the development of the future. It will even create some of the differences; certainly it will direct their evolution; and it will condition people to live with them. Change will involve many adjustments by extension workers and the people with whom Extension works. In bringing about pertinent adjustments, the strongest force we have to rely upon is cooperative effort.

Extension has demonstrated the soundness of cooperative effort among county, State, and Federal Governments. It has also demonstrated the wisdom of encouraging people to take vigorous cooperative responsibility in developing extension programs, using the resources of knowledge found in the State experiment stations and in the U. S. Department of Agriculture. This principle of partnership between government and people is the staunch keystone of the Extension structure which will help to ease the dilemmas, problems, and confusions of the future.

It is a great privilege to serve in a land of freedom and opportunity. But with this freedom must go responsibility. President Eisenhower has said

"Freedom has been defined as the opportunity for self-discipline." Freedom without responsibility breeds chaos. Freedom with responsibility produces orderliness and progress, and creates confidence and faith in the process of education.

As extension workers we must have faith in ourselves, faith in our ability, faith in our work, faith in the institutions with which we work, faith in the future. But basic to all is the faith that we have in people, that, given the knowledge, they can forge ahead in developing their high destiny in a world of progress and freedom. To that end, we reaffirm our devotion to the principles of linking arms in cooperative effort to insure even greater successes than those already achieved.

### **County Program**

*(Continued from page 168)*

health facilities, improvement of nutrition, better school system and more youth training opportunities outside of schools, and better family and community living.

To put meat on the bones of this outline requires further study and planning. Take for instance the problem of improved nutrition. We must first know what improvement is needed. In one county, for example, research had revealed a serious lack of calcium in the diet. Through a survey, home demonstration women learned that 51 percent of them drank no milk.

### ***A Plan in Action***

With the help of State and county extension workers, these women made extensive plans to encourage the use of milk. Demonstrations were increased; all the mass media were used to call attention to the importance of milk in the diet. Booths were set up at county fairs. Under extension leadership, a dairy festival day was planned for Farm and Home Week. The Dairy Producers' Association, the State department of agriculture, and the Dairy Council helped. Free milk was distributed, and special programs were held.

Specialists in dairy, agronomy, and nutrition trained agricultural and home demonstration agents on the methods they might use to inform people on (1) the importance of milk to the health of adults, (2) the production of good quality milk, and (3) feeding the family cow. They also pointed to the values which could come from the adoption of the school lunch program as a part of increasing the acceptance of milk in the diet.

Results: Home demonstration women checked in 1955 and found 58 percent of them were drinking 2 glasses of milk a day compared with 24 percent drinking this much in 1951. Milk consumption increased 8½ percent the first 9 months of 1955 over the same period in 1954. In 1 school, milk consumption went up 43 percent.

Thus an effective educational program was developed to help solve a problem recognized by the county program planning committee.

The extension program then is the educational program which is developed cooperatively by the people of the county, the State college, and the U. S. Department of Agriculture, to promote their ultimate goal of better farming and better living.

### **Land Grant Trio**

*(Continued from page 164)*

in agriculture. Extension workers are assisting in that study. An agent in each county is assigned the responsibility of counseling young people about Washington State College and its opportunities for career training. County agents are among the best recruiters the college has for our several types of short courses for farmers.

Well, those are some of the things we are doing. We don't claim they're the best ways necessarily. Probably no coach is completely satisfied with the results of the team . . . and perhaps teammates are never completely satisfied with each other . . . or the coach. That's good, because otherwise we wouldn't progress. And we hope that as the years go by we will continue to progress and change with changing conditions.



# Telescopic Picture of the CES

by L. I. JONES, *Federal Extension Service*

**H**ELPING people to help themselves has been the bedrock philosophy on which Cooperative Extension work has been built. This was the philosophy of Dr. Seaman A. Knapp, the founder of farm demonstration work in 1903, when he proposed setting up demonstrations to teach better methods in farming. Farm demonstration work has grown into the greatest system of off-campus or rural education the world has ever seen.

Many people think Extension started in 1903. Actually, a form of extension had its origin in the early agricultural societies from the time of the organization of the Philadelphia Society in 1785.

Other activities that resembled a form of extension were carried on through neighborhood and community meetings. In 1792 the Massachusetts Society for Promoting Agriculture was urging its members to meet from time to time in places "convenient to them" for the purpose of "forwarding improvements in agriculture." The formation of county societies by State societies took place in the Northeastern States in the early part of the 19th century. Out of these early societies grew such events as agricultural fairs and lectures.

Most significant in this early chain of events was the State law in Michigan in 1861 reorganizing the Michigan Agricultural College and permitting the State Board of Agriculture to institute winter courses of lectures for others than students of the institutions.

George Washington told the Congress in 1796, that "there may be need for institutions supported by

'public purse' to diffuse information, discovery, and improvement."

## *Recognition by Congress*

About the earliest recognition by Congress of the importance of agriculture in the life of the Nation was when it made the first appropriation of \$1,000 in 1839 for promoting agriculture. This appropriation was made to the Patent Office for the purpose of distributing information and seeds to farmers.

Jonathan Turner, an Illinois farmer, legislator, and teacher, in 1850 said: "Why have colleges to train professional men and not provide colleges to train farmers and workers in industry?" Mr. Turner and others were supported in this philosophy by another prominent leader from Illinois—Abraham Lincoln. While Lincoln was campaigning for the presidency he made the statement: "American farmers need to know how to grow two blades of grass where only one is now growing." When Lincoln became president the (Morrill) Land-Grant College bill, which had been passed by the previous administration but vetoed by President Buchanan, came up again, passed and was approved by Lincoln, July 2, 1862. In this significant year of 1862, the Organic Act, providing for what is now the U. S. Department of Agriculture, and the Homestead Act were passed.

One of the primary purposes back of establishing the USDA and land-grant colleges was to provide ways for increasing production of food and fiber for an expanding population. This goal has not only been reached, but we are now actually producing

three blades of grass where only one grew 100 years ago.

The teamwork that started 95 years ago is growing sturdier and more effective each year. Through research and education, farmers are not only increasing needed production for a fast-growing population, but they are learning how to reduce costs, expand efficiency, and through proper pricing and effective promotion, they are translating these benefits into expanded markets.

There were those even in the early days who feared the helping hand of the government, lest it become the upper hand. Abraham Lincoln stated another maxim of government when he said: "The legitimate object of government was to do for the people what needs to be done, but which they cannot by individual effort do at all, or do so well for themselves."

Acceptance of the provisions of the Morrill Act of July 2, 1862, providing for land-grant colleges by the States, required considerable time. Lack of textbooks and research data for classroom use created still other problems.

By 1870 colleges began discussing means for developing research data through experiment stations. Due to increased need for basic data on agriculture, the Hatch Act was passed in 1887. The first appropriation of \$15,000 of Federal funds was to go to the land-grant colleges for establishment of experiment stations.

## *Beginning of Demonstrations*

In 1902, the cotton farmers in Texas who had been hit hard by the boll weevil were in distress due to heavy crop losses caused by the insect. Fortunately, however, a new

type of extension activity was inaugurated which came to be known as the Farmers Cooperative Demonstration Work. This movement profoundly affected the whole future of agricultural education, not only in the South but throughout the Nation. The originator of this movement was Seaman A. Knapp.

Secretary of Agriculture James Wilson appointed Dr. Knapp to a position in the Bureau of Plant Industry in 1902. At a mass meeting in 1903 in Terrell, Tex. called by the chamber of commerce, Dr. Knapp was invited to speak. He submitted a proposition to establish a community demonstration farm under the auspices of the Department of Agriculture, provided the community would select a suitable place and raise by subscription enough money to cover any losses that might be sustained by the farmer by following the directions of the Department in planting and cultivation. The proposal was accepted and \$1,000 as an "insurance" fund was raised by a committee of 8 people. But demonstration farmer Walter C. Porter never needed to claim it. Instead he earned a profit of \$700 more than if he had followed his old practice.

Dr. Knapp was allotted \$27,000 by the Bureau of Plant Industry to set up farmer's cooperative demonstrations in other areas of the State. Contributions from bankers, merchants, railroad presidents, and businessmen generally helped to get started.

Dr. Knapp soon realized that the best results would be secured with the county as a unit. It was on November 12, 1906 that W. C. Stallings was employed in Smith County, Tex. as the first county agent.

1906 was a memorable year in the farm demonstration work in many ways. In addition to the employment of the first county agent, the agreement was signed with the General Education Board of New York to finance demonstration work in other areas; Dr. W. J. Spillman, chief of the newly created office of farm management in the Bureau of Plant Industry, started a form of extension work with farm management demonstrations, and the first agents were employed to work with Negro farmers.

They were T. M. Campbell, employed in cooperation with Tuskegee Institute in Alabama, and J. B. Pierce with Hampton Institute in Virginia. This work was popularized through the "movable school," a covered wagon that moved from community to community with lectures and demonstrations.

With the coming of county agents a change also began in the demonstration plan. The community demonstration farm was replaced by individual demonstrations conducted by the farmer. The program soon broadened and became one of general agricultural instruction.

### *State Organizations*

By this time a definite field organization for each State had begun to take shape with a State agent, district agents, and county agents. The demonstration work was strictly a Federal project. Dr. Knapp frequently visited and lectured at land-grant colleges, but there was no direct working agreement.

Many people pioneered in getting extension work established, but space permits mentioning only a few. In 1903, for instance, about the time Dr. Knapp was starting the cooperative farm demonstration work, Professor P. G. Holden, a gifted lecturer and promoter of better seed corn, started corn demonstrations in Sioux County, Iowa. These demonstrations were so popular and beneficial the county board of supervisors helped support and sponsor them. This work spread to other counties with tours and so-called "Seed Corn Gospel Trains" to the extent that 145,000 people heard the message of better seed corn in 2 years' time. In 1906, Professor Holden was made superintendent of extension work under State boards of agriculture.

By 1896 at Cornell University extension work had been expanded to include (1) itinerant or local experiments as a means of teaching, (2) readable expository bulletins, (3) itinerant horticultural schools.

This extension work in New York attracted much attention throughout the country. Pennsylvania State College established reading courses and

correspondence courses. The work was spreading so rapidly that in 1905 the Association of Land-Grant Colleges established a standing committee on extension work, of which Dr. K. L. Butterfield, of Michigan and Massachusetts, was the first chairman.

The committee's report in 1907 showed that the agricultural colleges in 39 States were doing extension work. By 1913, appropriations and other funds for the work totaled over \$1,000,000. During this time there was not yet any formal tieup between cooperative farm demonstration and farm management work in the Bureau of Plant Industry and extension work being carried on by the land-grant colleges.

### *Youth Work Begins*

Work with farm youth had started in several States. A. B. Graham, Superintendent of rural schools, at Springfield, Ohio, in 1902 was creating lots of publicity and attention with boys' clubs. The club work under Mr. Graham in Ohio gained such wide approval that he was moved to Ohio University and made superintendent of agricultural extension in 1905—the first full-time position of its kind in the country.

In 1907, W. H. Smith, county school superintendent in Holmes County, Miss. started a boys' corn club. Dr. Knapp was so impressed with Mr. Smith's work that he made Mr. Smith a collaborator in the Department of Agriculture, but club work was not tied in with the college as yet. Clubs for girls paralleled those for boys under various auspices. The girls' clubs dealt with gardening, canning, and household arts. In 1910 Marie Cromer, a rural school teacher in South Carolina, was so inspired by the boys' club work that she organized tomato clubs with the girls, and was employed as a home demonstration agent in that State. Ella Agnew in Virginia was the first home demonstration agent and Miss Cromer was the second.

History shows that there were two distinct types of extension work  
*(Continued on page 183)*

# The joys, rights, and privileges

by DELBERT FOSTER, *Montgomery County Agent, Md.*  
and RALPH GROENING, *Federal Extension Service*



**E**XTENSION work isn't just a job . . . it is a continuous opportunity for the most basic kind of educational service to one's fellow men. It provides daily satisfactions that are most desirable in a vocation.

Accepting an appointment in the Cooperative Extension Service makes one at once a representative of the Federal Government, an authority from a land-grant college or university, and a local source of help and information for several thousands of rural and suburban peoples.

Working with families on their personal farm and home problems, we extension workers aren't the big spoke in the agricultural service wheel. We are the hub and act as a focal point to bring the strength and power of facts and know-how from many sources to our neighbors' doors.

Within reach ready to assist are specialists of land-grant colleges, the United States Department of Agriculture, and other governmental agencies, civic and farm groups, commercial organizations, and many individuals with a desire to serve. A county extension program is as strong as the staff's ability to pull these forces together for the solution of common problems.

Ideally, everyone shares in the praise of a job well done. By crediting the local people and recognizing the contributions of specialists and

others, the county extension worker follows the best professional ethics and reaps his own reward.

## Retirement Benefits

With the responsibility of representing Federal, State, and county government, go many benefits directly connected with the cooperative appointment. The monthly pay check is only part of the remuneration we receive. There are many "fringe" benefits, which protect us and our families from the natural hazards of life, that cost us little or nothing because of State and Federal contributions to these programs.

For example, the Federal contribution to the Civil Service Retirement fund, to match extension agents' contribution for the next year, will be approximately \$5,000,000. The Federal Retirement Act was amended last year and the benefits liberalized, not only in the amount of annuity that an employee earns, but also to provide additional protection to the employee and his family.

According to the experts on retirement plans, the Federal system is one of the best in existence. It is designed to encourage us to make government service our career. In addition, many States also entitle extension workers to coverage under the State retirement system.

Another low, cost-sharing protection available to us is the Federal Group Life Insurance program, in

which the employee contributes approximately 54 cents per month for each thousand dollars of insurance. More than 10,000 of the 14,000 cooperative extension workers are participating in this plan. Also generally available is opportunity to participate in low-cost group health and hospital programs.

## Compensation

As Cooperative Extension Service employees we are entitled also to benefits under the Federal Employees' Compensation Act. Many States, too, provide institutional compensation programs. Benefits are based on total salary, regardless of the source of moneys. If we were to be fatally injured while on official duty, our family could receive benefits up to 75 percent of our current salary, or a maximum of \$525 per month. Equally liberal benefits are available for loss of salary because of injury, and all medical expenses are taken care of.

Although unemployment compensation is seldom a concern to an Extension employee, it is well to know that we are eligible to receive protection under the various State unemployment compensation laws on the same basis as employees in private industry. State Commissions are reimbursed by the Federal government for cost incurred on behalf of cooperative extension employees.

## Professional Privileges

A recent survey revealed that most State and county workers are entitled to continue on part salary for certain periods while they are away from the job taking graduate work or inservice training in subjects related to their work. Many extension workers also have academic status the same as resident teaching members of the college or university, or the equivalent of such status. The benefits of being a member of a college or university faculty are very pleasant and often profitable for us and our families.

While not a direct benefit to us as individuals, the use of the free mailing privilege in conducting official business is an advantage Cooperative Extension workers everywhere have. This permits the funds that otherwise would be required for postage to be used for other extension expenses. In exchange for this privilege, Congress appropriates to the Federal Extension Service, for reimbursement to the Post Office Department, approximately \$2,000,000 a year.

Office space also is provided for extension agents in Federal, State, and county-owned buildings. To at-

tach a price tag to this, figure out what the cost of rental space would be, then multiply this by 3,000, the number of counties having extension agents.

We have named only a few of the privileges and benefits that go with a Cooperative Extension Service ap-

pointment. In our opinion, the monetary remuneration, the opportunities for professional advancement, even the pleasant feeling of having prestige in the community, are dwarfed in comparison to the deep satisfactions of serving one's fellow man, daily and directly.



Delbert Foster, Montgomery County Agent, Maryland (left) and Frank DeHaan, farm manager of a dairy farm near Gaithersburg, Md. inspect the quality of hay cured on a batch drying system.

## Telescopic Picture

(Continued from page 181)

growing side by side. One of these movements was in the Federal Department of Agriculture and the other in the land-grant colleges. Fortunately, however, these were merged by the skillful leaders in the USDA and the land-grant colleges. This meeting of minds resulted in the passage of the Agricultural Extension (Smith-Lever) Act of May 8, 1914.

Following the death in 1911 of the great founder of farm demonstration work, his son and successor, Dr. Bradford Knapp, opened negotiations with the southern colleges, obtained formal signed agreements with several, and established a degree of affiliation with others even before the final passage of the Smith-Lever Act.

With this start towards fusing together the county agent system in the South with the farm management system in northern land-grant colleges, the chances for a cooperative extension service law grew brighter.

When the Smith-Lever law became effective the farmers' cooperative demonstration work was being carried on in 15 States.

A States Relations Committee was first set up in the USDA in 1914 to have general supervision of the department's business relating to agricultural colleges and experimental stations. Dr. A. C. True was made chairman of this committee. The States Relations Service was officially set up by Secretary of Agriculture Houston as a bureau on July 1, 1915, with Dr. A. C. True as director.

After the Smith-Lever Law was enacted, there was some fear that the

cooperative feature of the new law might lead to bureaucratic methods and Federal domination of the work. After 43 years of actual operation we can safely say that fear has not been realized; and one of the outstanding reasons why it has not been realized is the high caliber of administrators and their philosophy of the true meaning of the term *Cooperative*. Dr. A. C. True headed up the work from 1915 to 1923; C. W. Warburton from 1923 to 1940; M. L. Wilson from 1940 to 1953; and C. M. Ferguson from 1953 until the present.

The law might have been faulty in the eyes of the skeptical, but it was the interpretation and the plan for its administration that has been carried forward through these years by the Federal and State administrators and their staffs that has characterized its success.



## *DO YOU KNOW*

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