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EXTENSION SERVICE *Review*

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Professional Improvement Issue

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Ear to the Ground

• With the beginning of the new year, some of us like to dust off the shelves, sort out the unnecessaries, and start fresh . . . which reminds me of the mother of a large family who was being chided for not being a good housekeeper. She retorted that she'd rather keep the cobwebs out of her children's minds than off her shelves.

Apropos of taking a curious look at the contents of one's cranium, this issue of the Review has been planned on the premise that extension workers are concerned with keeping as alert and informed as possible.

Working with Mary Louise Colings and other staff members of the Division of Research and Training, we have asked many of your co-workers for their experience in planning to go to school, in reading to keep up to date, and in helping to train new personnel. Thanks to their excellent response, you may take your choice of some very good suggestions.

• Next month the Review will be packed with articles on communications. The overflow of excellent material contributed for this special number will enrich the March issue.

Thanks to the State extension editors, we have accounts from about 20 States on successful ventures in writing for the newspaper, broadcasting on radio and TV, cultivating good public relations, and measuring the results.

No one can design a master communications plan for a county. Each must necessarily be tailor-made to fit the people, their problems, the media available, and the abilities and limitations of the staff. In this issue, a few examples are given to illustrate the great variety of communications lines available to extension workers, and how agents have used them best for furthering extension work.

From these, we hope you will find one or more ideas that will help you communicate helpful information in ways to "encourage the application of the same."—CWB

"What's Past Is Prologue"



PAUL J. KRUSE,
Emeritus Professor of Extension Education
Cornell University, Ithaca, N. Y.

ALL due credit to the workers of the past—for their vision, devotion, and hard work. A brilliant and promising prologue. Now, what of the play?

Careful scrutiny of the law under which Extension operates leads to some ideas of promise for the future.

1. "That in order to *aid* . . ." (underscoring mine).

There will be an increasing recognition of the limitations of any one agency, however large and effective, in so great an undertaking; less of the feeling of vested interest and more of cooperation with other agencies. Also that the professional staff cannot be indefinitely expanded, but will increasingly work through lay leadership.

2. ". . . in diffusing among the people of the United States. . ."

This should give encouragement, if not a mandate, especially to workers in home economics, for extending their work further into urban areas.

3. ". . . useful and practical *information* on subjects *relating* to agriculture and home economics. . ."

(a) Here we have what appears to the student of education a sharp and hampering limitation, and one which has heavily colored extension work, sometimes to its detriment. There will be fuller recognition that information, however useful and practical in its potential, is not enough. There must be the disposition to use it and skill in its application.

"If to do were as easy as to

know what were good to do, chapels had been churches, and poor men's cottages princes' palaces." Shakespeare's: Merchant of Venice I-1-13.

(b) Not agriculture and home economics alone, but *related* subjects. Here we see fuller recognition of the social sciences and the humanities. We are told agriculture is not only a way of making a living, but also a way of life. Home economics, despite the unfortunate limitations of the term, is in practice still homemaking.

"Is not life more than meat and the body more than raiment?" St. Matthew VI, 25.

4. ". . . to *encourage* the application of the same. . ."

This gives ample basis for further recognition of and emphasis on the promotion of changes in attitudes as well as in knowledges and skills. (See 3(a) above.)

5. "Cooperative agricultural extension work. . ."

Note that the term is *work*, not service.

We recognize the significance of the term service in the early history of Extension. But the time is past for discussion as to "whether the future role of the extension agent is that of teacher or consultant on farm business." Service, like other techniques, will be recognized as a possible means toward teaching objectives, and not as the function of the extension worker. Helping homemakers, farmers, and young people learn to do for themselves

and not doing for them will be generally recognized as the only procedure in keeping with the law and sound principles of education.

6. ". . . shall consist of giving *instruction* and practical demonstrations in agriculture and home economics."

It will further be increasingly recognized that instruction means teaching, by whatever means. The mention of one particular teaching technique, the demonstration, is understandable in view of its outstanding importance in the early days of extension work, and its unquestioned effectiveness. But, as with all other techniques, there will be the obligation on the worker to go beyond stating his purpose as that of using a particular technique. He will be expected to indicate the objectives in the way of changes in behavior which he aims to achieve thereby.

7. ". . . and imparting information on said subjects through field demonstrations, publications, and *otherwise*. . ."

Here we find explicit encouragement to be increasingly alert to discover and learn to use effectively all suitable means for bringing about the desired behavior changes.

Who can doubt that, with inspiration from the high achievements of the devoted workers of the past and clear vision of the mandates within the law under which they are privileged to work, the workers of the future will make the play worthy of the prologue.

LEARNING EXPERIENCES

DR. J. PAUL LEAGANS

Professor of Extension Education, Cornell University

NO LONGER is 4 years of undergraduate study adequate for extension workers. There is now too much to be known, and too much extension workers must know, to permit an ending of planned professional study at the 4-year level.

Progress itself is largely responsible for this situation. It is now clear that extension workers are dealing with a parade, not with a congregation—a parade marked by problems of growing complexity in agriculture and homemaking. Analogous to a modern sports event, extension education has developed into a pretty "fast game." The players, therefore, must be highly skilled.

Professional improvement requires continuous and carefully planned effort. In short, it requires effective learning experiences. To attain good learning experiences, one should know (1) the meaning of the term "learning experience" and (2) what guides are helpful in making learning experiences effective.

Meaning of the Term "Learning Experience"

The term "learning experience" is not for use only by theorists. It is a highly meaningful label for a concept lying at the core of the educational process.

First, learning is an active process on the part of the learner. Extension people often say that we learn to do by doing, not by what the instructor or leader does. Learning takes place, then, through the experiences the learner has; that is, through the mental, or overt, reaction he makes to the seeing, hearing, or doing the thing to be learned.

Second, effective learning results from a plan, not from trial and error. Learning is an intentional activity on the part of the learner. Learning experiences should be goal-centered, not aimless. They should be planned for and should not be expected to result entirely from chance situations.

Third, effective learning experiences involve more than simply placing one's self in a position to learn. Activities like reading a bulletin, attending a conference, listening to a speaker, or observing extension activity constitute situations that offer opportunity for learning. Exposing one's self to them, however, does not insure that a useful learning experience will result. They are usually not enough within themselves. It is what the participant does while in the situation that is the all-important factor in learning. For example, while listening to an extension specialist explain new research findings, two extension agents had a very different learning experience, even though they had equal need for the material and equal opportunity to learn about it.

Agent "A" gave undivided attention to each new fact as the specialist presented it. He was with deep thought attempting to understand the relationship of the new facts to each other, to those he already knew about the subject, and to the problems back in his county. He asked questions to clarify points not clear to him. As a consequence of this kind of mental action, this agent understood the new ideas and felt that he could help farmers in his county apply them. He had high praise for both the content and method used by the specialist and wanted to find out even more about the subject. In short, agent "A" clearly had a very effective learning experience.

Agent "B" participated quite differently and, consequently, had a very different reaction to the specialist's presentation. In contrast to the mental activity carried on by agent "A", agent "B" allowed his thoughts to range widely over many subjects, giving the speaker only fleeting and frequently interrupted attention. Because of this, agent "B" learned very few of the new facts presented and did not recognize their basic significance.

From the foregoing factors relating to learning and the example given, a useful statement expressing the basic meaning of the term "learning experience" can be made. A learning experience is the mental and/or physical reaction one makes to the seeing, hearing, or doing the things to be learned, through which one gains meanings and understandings useful in solving new problems.

Helpful Guides in Making Learning Experiences Effective

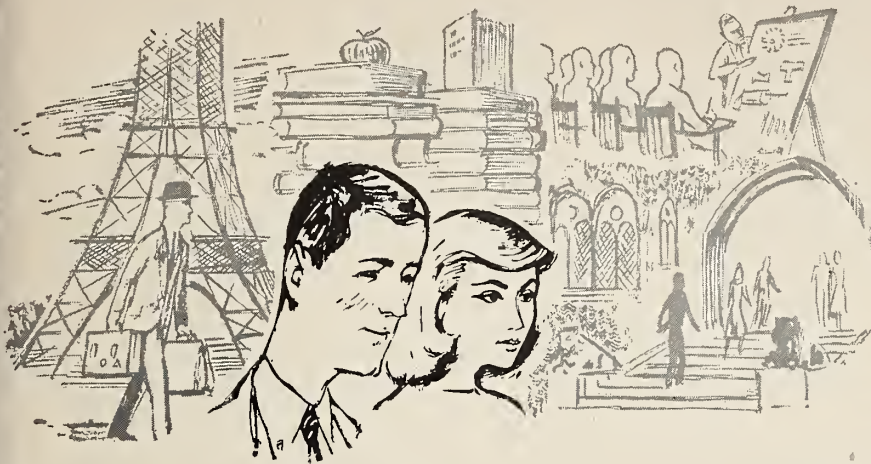
There are several guides useful in making learning experiences effective. These are helpful regardless of the methods extension workers employ in their efforts to improve themselves professionally. These guides are not mere opinions, but are well established principles based on research and experience.

Identify your learning objective. It is an established fact that one tends to see what he looks for in any situation with which he is confronted. With clear objectives one is much more likely to gain effective learning experiences in efforts to improve his competency. This requires thought and analysis of one's professional needs before participating in learning situations.

Identify the situations most likely to offer learning experiences that contribute to your learning objectives. An effective learning experience can be had only in a well-structured learning situation. Learning situations vary widely in quality. Three of the most important elements to look for are: (1) whether the content is in line with your professional needs and interests, (2) whether the means of communication are likely to be effective, and (3) is the physical situation likely to be satisfying. These should be kept in mind also when the situation is reversed and the extension worker is the teacher.

Try to gain, not only a knowledge of things, but also the meaning of

(Continued on page 20)



Is It Time To *SHARPEN YOUR AX?*

F. E. ROGERS, State Extension Agent, Missouri

ARE YOU satisfied with the results you are getting from your efforts as an extension worker? If not, analyze your methods to see if you are using the best teaching tools, and have the know-how to use them most effectively. It was a wise man who, when asked how he would chop down a tree in 10 minutes, answered, "I would take 5 minutes to sharpen my ax."

As extension workers we need continually to "sharpen our axes." This calls for a systematic plan for professional improvement. Professional improvement is more than attending summer school or getting an advanced degree. It is a self-imposed learning process that keeps us up to date on economics, psychology, and sociology as they apply to our jobs, as well as technical agriculture or home economics subjects.

You can and should develop your own professional plan. Do this much as you would have farm families develop a farm and home improvement plan. Appraise the present situation. Set goals. Then make a list of the things you expect to do and when you plan to do them.

First, ask yourself these questions: What have I done the last 5 years to improve myself professionally? In what fields of subject matter do I need training? What methods and techniques do I need to improve?

What type of work do I want to be doing 10 years from now? If you want to prepare yourself to do a better job in your present position, you might plan a different longtime program than if you expect some day to be a specialist or a supervisor.

After you look at your needs and set longtime goals, next step is to plan those activities that will fill the needs and help you reach your goals. These might include:

1. Read books on selected subjects.
2. Take extension courses.
3. Attend summer school.
4. Take educational trips.
5. Take sabbatic leave for advanced study.
6. Apply for scholarships.
7. Get master's or doctor's degree.

The State administrative staffs have the responsibility of providing the correct climate and opportunities for professional improvement. In my State the administrative staff provided these opportunities with the following results in 1955:

Forty-six agents attended summer school (26 were given \$50 scholarships from the Extension Service.)

Eight agents received master's degrees.

One hundred and sixty-eight read books (distributed by supervisors at district conference.)

Fourteen agents enrolled in extension courses.

Seven agents took leave for advanced study.

All agents attended 4 or more of 8 district conferences for training by specialists.

Administrative staffs in most States give encouragement to professional improvement within the limits of the regulations of their State college. But they might well go further and take the lead in assisting each extension worker to develop his individual improvement plan. The supervisor should take the lead on this with county agents. Here is a challenge for State chapters of Epsilon Sigma Phi, and the professional improvement committees of the county agricultural, club, and home demonstration agents' associations.

Extension agents in Missouri are interested in many kinds of professional improvement. A survey made in October 1955 by the Epsilon Sigma Phi's professional improvement committee showed 57 percent of the agents expect to attend summer school during the next 5 years.

Extension agents feel a need for improving their teaching methods. Our survey showed that more than half of the agents wanted help in holding meetings, news writing, effective speaking, use of visual aids, and leading discussions. Eighty percent wanted to direct their professional improvement toward their present jobs.

The fundamental objective of the Extension Service is to develop people through teaching them better methods of farming and home making. You get results through people. Therefore, your success is measured by the improved changes made by your people along the lines of the efforts you put forth.

Extension teaching involves the science of human relations. Alexander Leighton in his book, *The Governing of Men*, says, "The striking thing about this new science of human relations is not the vast areas of what is unknown, but the degree to which what is known is not used."

Your opportunities for professional improvement in the Extension Service are unlimited. What is done about it is mainly up to you. What kind of a professional improvement plan do you have?

“PROGRAM PROJECTION”

Many of you have asked questions about “program projection.” A series of questions and answers have been summarized here for your information.—*Editor.*

Q. What is program projection?

A. Program projection is a conscious and well-organized form of long-range program development by the farm people themselves which has two major objectives, as follows:

(a) Helping rural people better to appraise and understand adjustments which they should make or strive for, in light of the rapid evolution taking place in agriculture, in order to improve their standards of farming and living.

(b) Helping extension, working with rural people, reorient and redirect its educational programs and services, to insure that extension programs and efforts are as realistic and productive as possible in the light of what farm people want.

Q. What led to this extension effort?

A. The rapid evolution taking place in agriculture and rural life demands that all directly concerned take a longer look ahead. With increased mechanization, higher capital investments, greater financial risks, changes in consumer demands and effective market outlets, and other complex factors reflecting longtime trends, farm families, to be successful, no longer can rely predominately on year-to-year planning.

Q. How did it get started?

A. Urged by farm organizations and State Extension Services, the Extension Organization and Policy Committee of the Association of Land-Grant Colleges and Universities initiated a proposal to give more depth and breadth to extension program development. This is being referred to as “program projection.”

Q. Is this a brand new idea?

A. This effort is not something entirely new. Similar efforts have been conducted in a few States and in several counties in other States in

times past. If there is anything particularly new about this development it is the fact that it is being conducted on a fairly uniform basis in a sample number of counties in all States. Furthermore, the extension of this longer range program building effort to all other counties will be encouraged within the next few years.

Q. How do county extension people get program projection started?

A. Sparked by the Extension Service staff, a broadly representative group of local people must participate. This includes organized agricultural interest groups, representatives of business or commercial groups allied with agriculture, different economic or income groups in the county, and adequate geographical representation.

Q. What is expected of this group of local people?

A. Probably many meetings will be necessary for any county group that studies the many factors that enter into the picture. It involves a carefully planned and systematized procedure at the county level over a considerable period of time. This is an analytical process involving many people which cannot be adequately done in just a meeting or two. Participants must have time to study the facts, to exchange viewpoints, and to arrive at a consensus as to adjustments which would offer significant promise of improving agriculture and rural living in the county involved.

Q. How does extension work fit into the overall analysis?

A. Extension is dedicated to building, by and with the people directly concerned, a more adequate and specific longtime program of local rural advancement—with identification of major objectives and problems to be

overcome—within which framework the Extension Service can do a more effective job of planning the use of its resources and talents.

Q. What is really different about program projection from the county program planning that's been done for years?

A. It is an intensification of a type of effort which the Extension Service has been carrying on with local people, but it involves broader participation, the analyses conducted are of a wider and deeper scope than in most previous efforts of a somewhat similar type, and the focus is on a period of several years ahead rather than for 1 year.

Q. What is the evidence in favor of this method of county planning?

A. Past experience clearly indicates this is a most productive undertaking both in terms of getting broader farmer understanding of problems to be overcome and effective methods of solution; and in providing more effective guidance by local people of the extension service in meeting its assigned responsibilities. Progress results of current efforts are already confirming this conclusion.

Q. Is it expected that program projection will be a continuing effort?

A. Once started, these local deliberative groups will probably find it well worthwhile to take a long look ahead, 5 to 10 years. They may become permanent community organizations or a similar procedure may be followed every few years. The rate of change in the forces influencing rural welfare, in problems facing agriculture and the Nation, and in scientific developments providing new solutions to both old and new problems, makes such periodic review essential.

NAC 4-HCA

NHDAA

NACAA

From your **PROFESSIONAL
ASSOCIATIONS**

HOW to be a better 4-H Club agent if of deep personal concern for most agents working with 4-H Clubs. This was the unanimous opinion of the Professional Improvement Committee of the National Association of County Club Agents when it met during the National 4-H Club Congress.

Discussing ways or phases of professional improvement, a panel of seven agents concluded that the following are of utmost importance: Personnel training on the job, attendance at summer extension school, experience in the human development workshop, 4-H fellowships as preparation for the job, formal graduate study, and the association scholarship program.

Following the panel presentations were discussions and questions from the committee members on self objectives for professional growth. It was the consensus that agents' attention is more likely directed toward improvement in fitness for the job than for acquisition of a degree or advancement in position.

They recommended that greater consideration be given to courses selected for summer school teaching, particularly in the fields of social sciences and extension education, methods and programs, and cultural arts. It was also emphasized that self-improvement should be a continuous process on the job and that agents should make periodic inventories of their needs.

Recognizing the need for more study opportunities, the committee agreed to make a concerted effort to get moneys provided for this purpose and to get established a winter short course for extension workers doing 4-H work. The group also recommended the establishment of a fellowship fund to cover expenses of NACCA members planning visits to other States for observing 4-H work, meth-

ods, and programs. — *WILLARD F. BITZER, Sussex County Club Agent, New Jersey.*

FOR over 40 years home demonstration agents have been working with the rural, suburban, and urban homes of America, principally through the homemakers and their daughters. History shows that this has been very rewarding and effective work. As home demonstration agents of today we want to uphold this fine tradition.

If we stop and consider, it is easy to understand why current home economics extension service programs offer a real challenge of professional improvement. Through the years our fellow workers have taught well. Their students, the homemakers of America, have become efficient, capable, intelligent, and discerning citizens.

Many of our program participants now have educational background comparable to the home agents, and often a degree in home economics. Therefore, it should come as no surprise to the extension worker of a few years' experience that we have taught ourselves right into a broad field of required professional improvement. To remain effective counselors and important teachers, we must keep up to date, we must go outside of our community, county, and perhaps even State and Nation for new ideas, methods, and techniques to better serve the cooperators of the county in which we work.

The National Home Demonstration Agents Association recognizes this challenge. Tangible proof of its approval has come through the setting up of the Grace Frysinger Fellowship "to give an opportunity for home demonstration agents to study and observe home demonstration work in another State or States."

The professional improvement committee of the NHDAA and the many State professional improvement committees encourage their members who have been in county work for a few years to take advantage of these offers. Such opportunities are not dropped in our laps. They are well worth seeking out.—*ELIZABETH T DENHAM, Gloucester County Home Agent, New Jersey.*

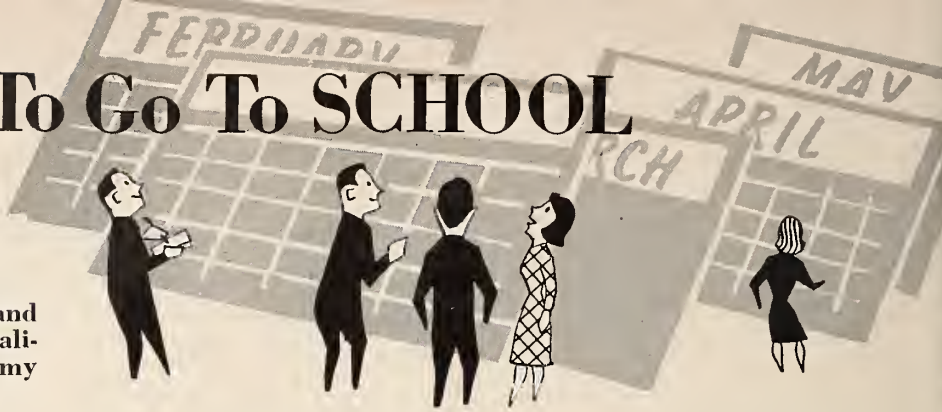
WHAT do the county agricultural agents think about professional training? Here are some of the things the national association has learned in general in recent years.

Let's start with "What are the specific objectives the agricultural agents want from professional training?" The agents state it simply and practically, "Help us do a better job." Elaborating, the agents want help to understand the philosophy, objectives, policies, organization, and methods of extension. Better understanding of public policy and the social sciences are also considered important. The agents want training in doing a better job on a broad basis.

What are the problems involved in professional training? The agents do have problems, and serious ones. They find that the most serious one is inadequate financing for taking additional training. The agricultural agents generally are married, have several children, and are paying for homes, so they have continuing financial responsibilities. There is the belief that higher salaries and other rewards should be given for study efforts. Then too, there is the difficulty of being able to get away from the job. For example, sabbatic leave is lacking or inadequate in about two-thirds of the States.

The agents are concerned with the
(Continued on page 10)

Plan Early To Go To SCHOOL



“Our assistant county agent and office secretary were well qualified to handle the work in my absence.”

GILBERT C. SMITH,
Yates County Agricultural Agent, N. Y.

ONCE you have decided you can, it isn't as difficult as one might think for a county agent to arrange to be away from the job for several weeks. At least that was my experience in getting ready to attend the Western Regional Summer School at Colorado Agricultural and Mechanical College last summer.

It's necessary, of course, to have someone who can handle the business of the office when the county agent is away. Farmers expect help and advice from extension offices every working day of the year, and continuing programs are sure to require attention. In my case this was easy. Our assistant county agent, Jack Adams, and office secretary, Mrs. Mary Fullagar, were well qualified to handle the work in my absence. I am sure that Jack agrees that it was a valuable experience to be the only county agricultural agent in Yates County for 5 weeks last summer.

Jack and I have worked together quite closely during his first year of extension work. This made it easier than it would otherwise have been for him to plan to carry out extension activities during my absence.

I prepared to be away mostly by just keeping up to date on all phases of the job. I didn't try to anticipate situations and do work in advance, as I might have done if there were no capable agent on the job in my absence. I did not try to prepare Jack for situations that might arise in the subject-matter fields which I have normally handled—fruit and vegetable insect problems, for example.

Both our county agricultural department executive committee and our State leader of county agricul-

tural agents were helpful in encouraging me to take advantage of the opportunity to attend summer school.

“School is worth the advance planning”

LOUISE SHUNK,
Pondera County Home Demonstration Agent, Montana

HOW did I organize my work so the activities would run smoothly while I took a month off to attend summer school? The answer is simple—first, to study what had to be done and, second, determine who would do it.

Fortunately, the home demonstration clubs do not have project work in the summer. Local leaders were in charge of the craft meetings so I did not need to plan for any home demonstration club activity.

I planned with the 4-H council which club would be responsible for the games, lunch, and general arrangements for the county picnic. I prepared the circular letter and publicity before leaving. The picnic was a big success, thanks to the 4-H leaders and members.

We expected an IFYE exchangee to visit the county, and the county agent agreed to take charge of the arrangements for his visit.

The biggest job was to get ready for the four-county fair which would open the day after I returned. My duties as superintendent of the 4-H home economics department involve preparing entry tags, judges' books, dress revue lists, getting leaders to help, and many other details connected with a youth fair.

Three years ago I wrote a detailed report of all the jobs to be done and made a list of the supplies needed.

The fair is held in Toole County, 26 miles from Conrad. My coworkers in the other 3 counties agreed to prepare their own entry tags and judges' sheets. The box of supplies was packed before leaving to be ready the day after my return when I had to set out for the fair. Fortunately nothing had been forgotten. Our secretary was priceless help in carrying out our plans and having other things ready when I returned.

“Able assistants, advance planning, and plenty of cooperation made summer school a reality for me”

LEWIS C. DAYTON,
Lawrence County Agricultural Agent, Pennsylvania

Three factors made it possible for me to be away from the county long enough to attend extension summer school: The work of two assistant county agricultural agents in the county, advance planning, and the cooperation of the entire office staff and local leaders.

The district 4-H camp started the day before I left for summer school. Since three-fourths of the camp staff was new and since I had served as camp director for several years, we planned together the camp activities and arranged for food purchases. The assistant agent who took my place at the camp carried on his part, and the 4-H Club members reported that the camp was a success.

For years we have advised the directors of the county wool growers organization concerning the operation of the wool pool, and have had certain responsibilities connected with it. As a result of advance planning with the directors, and with the help from other members of the staff, the

wool pool was completed as scheduled.

Other extension activities, including 4-H Club work, were completed as planned, under the direction of the assistant county agricultural agents.

"Local leaders made summer school possible for me"

LEONA W. THOMPSON,

Addison County Home Demonstration Agent, Vermont

My strong group of local leaders made it possible for me to leave my job for 5 weeks and go to summer school at Fort Collins, Colo., 2,200 miles away. Here in Addison County, Vt., we have 26 home demonstration clubs holding regular meetings.

During the period I was to be away, two special county events were to be held. One was a subject-matter meeting on articles that could be made from one yard of material. To be prepared for this, one of the local leaders took the training in my place. She also purchased materials for the county exhibit and trained 20 local leaders for the topic. With the help of a competent office staff to send materials and exhibits as meeting dates came along, I had only to provide a schedule of dates.

The executive committee of the home demonstration council met with me early in the spring to plan dates and committees for the food sales. These were held in mid-July. Letters were drafted to notify committees and members. Again the office staff sent them according to our schedule. Local committees attended to publicity and the sales. The proceeds were \$200, which is sound proof that leaders can handle projects ably and efficiently.

The State council meeting was most capably handled by an ex-county president. She attended to transportation, the county report, setting up and removing our county exhibit, and other details. The county chorus had to be present at this same meeting and the county chorus chairman made complete plans for that.

I had no worry or thought as to the progress of the work in the county, because I started early to plan for it with committee meetings, personal contacts, and letter writing. The office staff had a calendar of events and

dates to release circulars, individual letters, and meeting materials.

Leaders tell me it was well worth extra time to be able to benefit from my trip, my schooling, and my living with 200 other extension workers.

"I went to school because I needed help"

WANDA BARKLEY,

**Home Demonstration Agent,
Adair County, Okla.**

It is my privilege to work as home demonstration agent with some of the finest families in the world, located in Adair County, northeast Oklahoma. This region is noted for its luscious strawberries, fine orchards, good clear-water fishing streams, and neighborly people.

Maybe that's why it worried me when I realized I was actually not getting across to these families some of the things I wanted to. I decided that my biggest problem was in teaching. The women learn, yet the county situation as a whole did not improve. I realized I was not reaching the people in the county who most needed help.

It took a little courage to face the facts. I was determined to do something about it, so when our Oklahoma Extension Service offered a summer course in extension teaching methods, I enrolled and went to work.

My county is not one of the rich ones of the State. We have modest homes, small farms for the most part, and much room for improvement. We have a large number of Indian families. The problem of gardening worried me. Almost every family in the county should grow a garden, and we need the wholesome food which gardens produce, yet only 39 percent of the families in Adair County grow gardens.

Gardening has always been a part of home demonstration work in our county. Our problem is to reach those not belonging to our clubs. In many instances, living standards are low and families are receiving help from welfare agencies. We need to reach them and get them interested in growing food.

In this extension methods course, I worked out a clear picture of the situation that existed, outlined specifically what I hoped to accomplish, and how I proposed to do it. I have

been well satisfied with the results to date. This is not a problem you solve overnight.

I believe one of the most important factors in more effective teaching is for the teacher to first get in mind clearly what she is trying to teach. In my case, on the garden study, the two main objectives of getting more families to garden were (1) better health through improved nutrition, and (2) lower food expenditures.



This Oklahoma girl knows the value of having a good garden to improve the health of her family.

What specific things to teach: First, we must teach the women how to develop a plan for an adequate garden, considering the families' needs and likes, and also what would be put away for winter. We must impress upon them the importance of testing soil and using fertilizer. We must emphasize the use of better varieties, mulches to conserve moisture, and insect control.

How to teach these things: This was the all-important question. We decided to use method demonstrations, group discussions, news articles for the papers, a regular column of mine which would reach most families in the county, a newsletter sent to all club members, and wide distribution of bulletins from our office. Our entire staff worked with me on some or all of these activities.

(Continued on next page)

"I'd like to go again"

ANSEL ESTESS,

**Walthall County Agricultural Agent,
Mississippi**

Colorado Agricultural and Mechanical College was my choice of schools for this summer. In choosing this particular school, three factors influenced me. I had heard that numerous extension workers from other States and countries attended school there each year; it would give my family and me the time to take a trip where we had always wanted to go, and there were two courses offered that I wanted to take.

For the next 3 weeks, I associated with many agents from other States and foreign countries in their apartments, classrooms, and on picnics and parties that were planned for us. This association with agents from all parts of the country was in itself worth the time, effort, and expense of my going to school. I found that these agents had problems that might be a little different in detail, but were very similar to mine.

"New ideas, refreshing change"

JOHN K. WELLS,

**Huron County Agricultural Agent,
Ohio**

Professional improvement opportunities for Ohio Agricultural extension agents have been provided in two forms. These include a 3-week summer school as part of vacation time or a quarter leave each 4 years of service.

The 3-week summer school has been the most popular in Ohio because it affords an opportunity for the agent to get credit for professional improvement, take a rest from the county, and have his family with him while he is in school. Summer school activities are planned to include the wives and children.

Planning to attend summer school should begin early in the year when the schedule for activities for the county is in the making. All extension agents and secretaries need to know about it and the dates he will be away, so activities then can be planned with that in mind.

Different enterprise groups get in the habit of expecting summer trips, tours, or annual meetings regardless of the agent's plans. Committees, such as the dairy service unit, beef

cattle, and agronomy, should know why dates may need to be altered. These groups will be very cooperative since they feel that the agent can better serve the county as a result of his attending summer school.

Office conferences need to be held frequently in the weeks prior to the time the agent leaves the county. This will tend to keep other agents and the secretaries informed of plans and activities involving all agents.

Extension secretaries need to be informed of the major questions that will come up regarding crop and other agricultural problems during the time the agent is away. A look at the records to see what questions were asked in a similar period in previous years would reveal what problems are most likely to come up again. A little preplanning can save many headaches on the part of secretaries in servicing office callers. Other agents can also share the load if they have had a part in program planning prior to the agent's leaving the county.

The week following summer school should be left open on the calendar, as the agent will then need to take care of many administrative problems.

Agents not taking advantage of summer school are frequently missing not only high caliber instruction but also a valuable opportunity to get a more refreshing viewpoint of Extension from other agents.

"I am sharing the experience"

AUBREY CARLISLE,

**Home Demonstration Agent,
Franklin County, Miss.**

With able leaders carrying on county home demonstration activities, I had no insurmountable problems in going to summer school. More careful leader training, more detailed demonstrations, and special committee meetings all helped to smooth the way for my absence.

Three of us home demonstration agents who went to school together have pooled our slides, which we made on the trip and during our summer courses, and are writing a script to use with them. These will give us the basis of a talk to present to our own clubs, 4-H Clubs, and civic groups. Going to school was such a wonderful experience that we are eager to share it with others.

Professional Association

(Continued from page 7)

undergraduate training and recruitment of personnel for Extension. Most States are making some efforts to recruit outstanding people. But in many States the undergraduate training program is inadequate. Courses considered most helpful could be extension methods, program planning, organization, field training, and the like. Right alongside, the agents list communications of all kinds, public speaking, including television and radio, and writing. It goes right back to "Help us do a better job!"

We've stated some of the problems. Now for the brighter side. The agents feel that all the collective efforts are making for greater opportunities and accomplishments in professional training. Well over 900 men and women agents attended regional and State summer schools in 1954. North Carolina reported 92 agents at its first summer school. Fourteen States reported that their short courses or training conferences were the most important accomplishment in 1955. Seven States mentioned new training courses developed or planned. Training in farm and home planning was considered the most important program in 1955 by four States. Three State committees found most encouragement in that more agents are using sabbatic leave, and three stated new scholarships or trust funds for study had been established.

These are some examples of the greater opportunities now available to extension workers. In many States, on-the-job training is becoming of great importance, as in Michigan where regular college courses are being given off campus at three centers. Many agents are taking public speaking and participating in toastmasters clubs or otherwise getting some brush-up training. More agents are traveling. These types of training eliminate the financial problem involved in getting away from the job for a long period.

Overall it is evident that the desire is there to become better trained; more agents are taking advantage of their opportunities; and more avenues are being opened up each year to the professional-minded agent.—
M. F. BUNNELL, Yakima County Agricultural Agent, Washington.



Opportunities

AWAIT YOU IN SUMMER SCHOOLS

UNIVERSITY OF ARKANSAS, Fayetteville

June 25—July 13, 1956

- Extension Education in Public Affairs
(To be announced)
- Development of Extension Programs,
J. L. Matthews, Federal Extension
Service
- Effective Use of Information Media,
(To be announced)
- Extension Supervision, F. E. Rogers,
Mo.
- Program and Procedures in 4-H Club
Programs, L. L. Rutledge, Federal
Extension Service
- Farm and Home Development (To be
announced)
- Use of Groups in Extension Work,
Ralph J. Ramsey, Ky.

COLORADO AGRICULTURAL AND MECHANICAL COLLEGE, Fort Collins

June 18—July 6, 1956

- Principles in the Development of
Youth Programs, R. O. Monosmith,
Calif.
- Individual Farm and Home Develop-
ment, Arthur Peterson, Lila Dick-
erson, Wash.
- Psychology for Extension Workers,
W. N. Williamson, Tex.
- Principles in the Development of Agri-
cultural Policy, Tyrus R. Timm,
Tex.
- Principles and Techniques in Exten-
sion Education, K. F. Warner, FES.
- Basic Evaluation Adapted to Exten-
sion Teaching, Mary L. Collings,
FES.
- Rural Recreation, Stewart G. Case,
Colo.
- Rural Health Service, Annette S.

- Boutwell, N. C.
Organization and Development of Ex-
tension Programs, P. K. Connelly,
Ind.

CORNELL UNIVERSITY, Ithaca, N. Y.

July 2-20, 1956

- Principles in the Development of 4-H
Work, Mylo Downey, FES
- Farm Family Business Planning, Rob-
ert S. Smith, N. Y.
- Working With Groups in Extension,
Gordon Cummings, N. Y.
- Teaching in Extension Education, J.
Paul Leagans, N. Y.
- Evaluation in Extension Work, Fred
P. Frutchey, FES
- Audio-Visual Teaching Methods and
Materials, Elmer S. Phillips, N. Y.

PRAIRIE VIEW AGRICULTUR- AL AND MECHANICAL COL- LEGE, Prairie View, Tex.

June 11-30, 1956

- Farm Housing, Earl Bell, Okla.
- 4-H Club Organization and Procedure,
Lonnie L. Safley, Tenn.
- Rural Health Problems, Helen Rob-
inson, Ark.
- Extension Clothing Methods, Alice
Linn, FES
- Agricultural Communications, Sher-
man Briscoe, USDA.
- Development of Extension Programs,
Martin G. Bailey, Md.

UNIVERSITY OF WISCONSIN, Madison

June 4-23, 1956

- 4-H Club Organization and Procedure,
T. T. Martin, Mo.
- Extension Methods in Public Affairs,
J. B. Kohlmeyer, Ind.

- Extension Communication, Maurice
E. White, Wis.
- Farm and Home Development, (To
be announced)
- Public Relations for Extension Per-
sonnel, William Nunn, Minn.
- Methods in Teaching Extension Ed-
ucation, Helen Hoefler, New York
- Development of Extension Programs
(To be announced)
- Evaluation of Extension Work, Ward
Porter, FES
- Rural Sociology for Extension Work-
ers, Eugene Wilkening, Wis.

Pacific Northwest Laboratory in Group Development

The Third Annual Pacific North-
west Laboratory in Group Develop-
ment will be July 22 to August 4,
1956 on the University of Washing-
ton campus.

The purpose of the Laboratory will
be to help participants gain greater
understanding of the nature of group
life and the means by which people
can be helped to live and work to-
gether with greater satisfaction and
productivity.

Laboratory structure will include
daily general sessions which provide
orientation to the study of groups,
background information and theory.
Each delegate will also belong to both
a training and skill group, which will
be composed of not more than 15
members led by an experienced leader
and will meet daily.

For additional information, write
Office of Short Courses and Confer-
ences, 318 Administration Building,
University of Washington, Seattle 5.
Registration will be limited to 90
delegates.

But I'm GROWING UP Now



MANY of us have 13- to 16-year-olds of our own. Others work with teen-agers, or with younger children or parents in homes where junior high school pupils are an important part of the family. So most of us are curious, and many are deeply interested in young people's behavior and relations with their parents. The family unit emphasis in Extension makes this even more important, as we try to help all members of the family plan together and reach workable decisions affecting the lives of every one in the home.

We can get both fun and help from this true account of a series of events in the lives of several families. A club of about 10 junior high boys and girls had "washed out" their last two adult leaders, and the parents were getting worried, both about the club and about some things at home. In desperation they persuaded Mr. Galt,

GLENN C. DILDINE

Coordinator, Citizenship Improvement Study, National 4-H Club Foundation

a busy extension worker with training in human relations, to meet with our youngsters just twice, and to share with them what he found important.

At the first meeting, Mr. Galt introduced himself as a parent of a 13-year-old boy. He asked the names and ages of the club members. He then said he understood the last two leaders had found they didn't have time to help any more—laughter from the young people—and that he was going to be with them twice, if they still wanted to meet next week. He said he didn't have anything special he wanted to do or to talk about, unless they did, but that if they had anything bothering them about adults in general, he'd be glad to listen. With this he leaned back in his armchair in the circle and waited.

Art and Polly, the two oldest and both 16, were sitting close together at one end of the only settee in the circle. They started whispering to each other, with frequent glances into each other's eyes. John the youngest, a short 13-year-old, went over to the window, banged it up and down twice, looked around the group and laughed, saying to Mr. Galt, "We need air in here." Mr. Galt grinned at him and said nothing. Finally, Alice, a tall, slender 15-year-old, said, "You know, our last two leaders tried to make us behave, but we didn't. Aren't you going to do anything?" Mr. Galt answered, "Oh, I figure if you have anything to say that you really want to, you will—after you've tried me out for awhile," again smiling at John who was still over at the window. Alice tilted her head a bit to one side and ventured, "Well, my dad and mother are swell most of the time, but why don't mom let me wear jeans? She says I'm too tall to look good in them, just like she is. But the rest of the kids all wear them—at least after school . . ."

John left the window and sat down across the circle from Art and Polly,

with a noisy flourish and a poke at his neighbor. But he got quiet as Alice was finishing her question.

Mr. Galt wondered, "Alice, do you feel kind of left out when you have to wear a skirt and the other girls don't, as tho' Dad and Mother are being a bit unfair to you?" "Boy, do I," she shot back.

Then Polly turned away from Art a moment and said, "You know, my folks expect me in at 11, even on weekend nights when the rest of the kids in our block are out till 12, or later. They tell me it just isn't right for a girl only 16 to be in any later." Mr. Galt, "It's pretty rough on a girl to be told she's 'too young,' or to be expected to dress and act different than the gang, isn't it?" John, from across the circle, said, "It's just that she wants to stay out with Art." Polly made a face at him, "You're too young to understand."

John turned now to Mr. Galt, "I can't do anything the way my dad wants me to. He's just never satisfied, no matter what I do." Bill, another 15-year-old, spoke up, "Why won't they let me have the car? Mother and Dad both say I drive real good, but still they won't let me take it out." Mr. Galt, "You mean alone? What's the legal age for a driver's license in this State?" Alice, "Sixteen, isn't it Bill?" Bill, "Yeah, I guess so."

Mr. Galt, "Always seems like there are a lot of do's and don'ts for young people, doesn't it? Have you ever noticed the kinds of things that bother you most?" The group talked this over, and listened quietly with full attention as Mr. Galt finally summarized, "So isn't it, as we begin to look and feel grownup, that these can'ts and don'ts make us feel we're not old enough to decide for ourselves, when we want to feel really grownup so badly? Having the car means we feel independent. We really *are* on our own when we can drive and go where and when we please, with whom we want, without any older folks around to say yes or no. And isn't it anything that makes us feel different from the gang, or kept from doing things when and how the gang does them? We need to feel grownup and independent and in the gang. Isn't this it?"

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what do you Read



HOW much time do you invest in reading? It is an investment, you know, and one that pays off at a high rate of return.

Today we are confronted with the challenge to be better informed than ever before. In this rapidly changing world it is vital that we know what is going on in the home, on the farm, and in the community around us. To meet this challenge we need to use as many tools as possible.

Reading is one of those implements. It's something that can be fun, whether it's for professional purposes or for pure personal enjoyment. The quantity of reading material with which we are faced is immense and our time is limited. Consequently, we need to choose carefully what we read. In making such choices it seems important to me that each month we select a variety of things.

Something dealing with leadership techniques, organization methods, and human relations is essential. One of our major objectives is to guide people in making wiser decisions, not merely to teach subject matter. Hence, this information should help increase our understanding and awareness of the core of our profession.

It's important that we be informed regarding the happenings in the business and economic world. Readings that interpret some of the everyday problems and what lies ahead all contribute to making us better informed agents.

Magazines directed primarily to professional home economists should come near the top of our list. Those giving accurate explanations of recent developments in this field, as well as describing current research, answer a real need. Other professional journals are most helpful, too.

The sharing of ideas with other workers in Extension plus reports on related research are of much value.

I would also include one or more of the women's magazines on this list. These aid in keeping us in touch with the countless choices bombarding homemakers. They also help direct our teaching and point out if, when, and where much of this information can be used.

For more detailed reading, our specialists can often suggest books and articles. Many magazines include suggested references, too.

A second type of reading should be mentioned—the kind that's done just for fun. Whether it's murder mysteries, light comedies, historical novels, or folk tales of various areas, these can provide entertainment and a release from the pressure of our work.

To carry out a reading program we must want to read, and then set aside a definite time for it. The busiest people find time to add activities they feel important. Spending time reading for fun and for professional improvement is an investment that pays big dividends.—*MARGARET MOSHER, Waukesha County Home Demonstration Agent, Wisconsin.*

WE as extension workers must "Study to show thyself approved . . ." (II Tim. 2:15), for we are a strong arm of the land-grant college and believe firmly in a well-planned program.

Progress on the farm and with the farm family comes as a result of properly applying scientific information from our land-grant colleges and the U. S. Department of Agriculture. We in the county extension office must be well informed to bring this about.

A wealth of educational material is made available annually to the extension worker in the form of bulletins, farm magazines, handbooks, yearbooks, weekly and monthly reminders from specialists, and others. The problem is to read and retain it, then to pass it along to the right audience at the right time.

To do this more effectively, most extension workers need to study the art of education. We need to know better how to write news articles and circular letters, how to speak on the radio and over television, how to handle a flannelgraph, take pictures, and use slides. If we don't get an undergraduate course in extension methods and administration, we need to get it in summer school or through reading or elsewhere.

An extension worker must accept all resources at hand to improve his technical knowledge and also to develop his public relations, poise, and any other personal improvement that will help him to work more successfully with people.

FLETCHER N. FARRINGTON, President, National Association of County Agricultural Agents.

FARM and home visits, off-the-cuff sessions, and subject-matter conferences yield valuable information for extension workers, but the alert agent will seek additional sources of knowledge and professional improvement.

The most ready source of information, and the one most commonly tapped, is the continuous flow of farm journals, trade magazines, and Extension Service publications which pass over an agent's desk each day. For

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GROWING UP

(Continued from page 12)

Nods, and several said they'd never thought of it this way before. Then Mr. Galt asked, "I wonder why Dad and Mother are so concerned about what each of you does. I'll bet our boy feels just like you do toward me and his mother lots of times. But we're so interested in him, we want him to grow up good and strong—we know so many things that could get in his way. Yet I suppose we must seem domineering to him. When he's 15, for his own protection, one of us will have to go with him in the car until he's old enough for his license, and he'll probably feel just like you do now, Bill."

They talked over this idea, of parents being interested and concerned with their boys and girls. Several "guessed that's really true; if they didn't care, they wouldn't bother to try to get us to do things. Maybe we could ask ourselves how Mom and Dad feel, how things seem to them. Guess we do make their jobs pretty hard sometimes."

When Mr. Galt asked about next week, the chatter showed several things they still wanted to talk about, so they decided to "just pick up where we left off." Through the week they were going to try looking more closely at their own feelings and at Mother's and Dad's too.

Parents Meet

Mr. Galt found the first session with their 20 parents equally fascinating. He first encouraged parents to talk about their own boys and girls. After knowing the young folks, it wasn't hard to pick out Bill's, Alice's and John's parents, especially as the group really began to share their own feelings. Dads seemed most concerned about what they called "discipline"—how hard it was "to get children to do as they were told, especially the boys." Mothers were deeply concerned about their daughters' dress and behavior as "proper young ladies." Both were confused by the power of the young people's groups "to dictate our child's feelings and action."

Mr. Galt shared some of their own boys' and girls' reactions, explaining how natural and normal they were for maturing teen-agers who are above

all struggling for independence and a place in the sun of their own groups. He sympathized, as a parent himself, with their feeling of being threatened whenever their own child talked back or refused to obey. "Who's going to be boss here, anyhow?" Yet he wondered if young people don't need chances to show grownupness and practice independence now, if they're to mature into self sufficient thinkers, able to make cooperative adult decisions.

He then explained how interested their boys and girls were in why dads and mothers put so much time and feeling into getting their boys and girls to "grow up right," and how fast they seemed to recognize the reason for the sometimes conflicting inner viewpoints and urges of young people and parents.

Of course, not all of the parents could accept all this, all at once. But many said they'd like to try next week to see things through their children's eyes, to see how their own adult ways of saying things might seem to their young people. They decided to try stopping now and then, asking themselves why they (the parents) were expecting and demanding what they did of their children.

The last meeting with the boys and girls was "old friends together again." They still had many things that bothered them, but they talked more and more about why they felt and acted as they did. Several had suddenly seen their parents through different eyes. They were full of bursting, testing their new pictures of themselves and their parents.

This kind of deepening acceptance and insight also showed up in the last meeting with parents. Several had tried out different ways of handling their children, and had been surprised and pleased at results.

Mr. Galt later found he had made some lifelong friends, both among teen-agers and their parents. Several families later told him how much the four sessions had meant to their own enjoyment of each other at home and how much easier it had become to reach family decisions which included everyone.

Mr. Galt's contribution probably depended on several things. He was able to genuinely accept the inner feelings of young folks and parents,

without judging them as either good or bad. He helped them to say, "Yes, I guess I really do feel that way." Then he helped them see the close relation between their feelings and their words and actions. The way they pictured their family and what they wanted in it, determined how they acted. Next, he helped them realize how differently teen-agers and parents see things, how natural and almost inevitable this is, yet how much trouble it can cause. By talking over their own family experiences, this became very real to them. Finally, he helped them understand the reasons behind all this by explaining some important information on what to expect of young people and dads and mothers, and how growing up slowly changes a person's inner feelings and perspectives on family interrelations. So new perspectives of teen-agers and parents and changed attitudes toward each other led to improved person-to-person relations in action.

We extension agents may need to learn to play similar roles, in our closer relations with families in the months and years ahead.

"County Agent"

A new educational film, County Agent, stars the county agent and ties in county extension work with the colleges and the U. S. Department of Agriculture. The film is sponsored by a large oil company and is based on extension work in Washington, North Carolina, Mississippi, and Indiana.

For information on loan or purchase of prints write to Raymond Apy, The Texas Co., 135 East 42nd Street, New York, N. Y.

Filmstrip "Posters Teach Nutrition Around the World"

A new color filmstrip, Posters Teach Nutrition Around the World, is now available for purchase. It illustrates how 19 governments are trying to help individuals and families improve their food practices through posters. The filmstrip with lecture notes may be purchased for \$5 from Photo Lab Inc., 3825 Georgia Avenue NW., Washington 11, D. C.

A Rx Recipe for Teaching Nutrition



Students watch demonstration on foods held during summer school at Prairie View, Tex.

EVELYN L. BLANCHARD
Extension Nutritionist
Federal Extension Service

THE course, Nutrition for Extension Workers, given last summer at Prairie View was planned around a series of demonstrations. I felt that there was a need for more ideas and better techniques in giving demonstrations if we are to get people to adopt desirable practices. Having visited in many areas, I planned the demonstrations around the problems common to the people we hoped to reach.

Because food preservation was one of the subjects on which more information was needed, we had a demonstration on good canning practices that the agents could use in their counties. Another demonstration showed the best methods of blanching and packaging vegetables and the actual preparation of meals from the freezer. Everyone agreed that to see and taste the food was a more convincing way to teach foods and nutrition than to see pictures on a flannelboard.

Many new refrigerators are not properly used in homes, so we had a demonstration on how to place food

in the refrigerator to the best advantage and how to use the refrigerator efficiently. When the agents discussed how to include food as part of a demonstration, they found there were several factors to consider.

Women often ask for ways to save money and at the same time have more interesting meals. A demonstration on the use of bread stuffings illustrated these points.

Meat prepared in interesting ways helps to get more protein into the diet, but how to prepare meat is a problem to many homemakers. A demonstration on the use of meat in the diet and attractive displays of meat in the 3 meals was another part of the course.

Several home demonstration agents and 2 of the 5 agricultural agents who attended the class made the following comments: "Demonstrations are a lot more convincing than a talk" . . . "I don't believe I have been giving enough demonstrations. Maybe that is why I'm not getting people in my county to improve their diets." . . . "It really is a lot more convincing to see the actual food prepared." . . . "I've been thinking too much about

how much work it is to do a demonstration and not enough about the effectiveness of it." . . . "Believe me, I'm going to have a lot of demonstrations next year."

How often are we so interested in our own part of the program that we forget the people and their problems, and yet our teaching is really measured by the changes people make in the food they eat and the way they serve it.

Another point of emphasis in the course was the importance of a critical look at the foods and nutrition needs in the counties represented. Many in the class work with people on low incomes. One member wrote:

"An adequate production of milk presents a major problem among my farm families. From 1950 to 1955 the Southwest has suffered a severe drought. Low-income farmers were unable to produce enough feed for their cows, or purchase commercial feed in adequate amount for milk production. Low income families in the city area are unable to purchase sufficient amounts of fresh whole milk. When farmers have cows pro-

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How Do I Know I Will Enjoy EXTENSION WORK

ETHEL SAXTON, District Supervisor, Nebraska

WILL I enjoy being an extension worker? This is a question that seniors in the College of Agriculture at the University of Nebraska ask themselves. It is uppermost in their minds as they start in their fall semester's work. Their classroom is not the agricultural college campus, but a county extension office and the county in which it is located. Their instructors are the county extension agents directing the extension program in that county.

Two such senior students are Bonnie Lindau and Mike Gaskins majoring in home economics and agricultural extension at Nebraska University. Bonnie's classroom was Cheyenne County under direction of Home Agent Mrs. Dora Livingston and Agricultural Agent Ivan Liljegen. Mike's laboratory was Nemaha County under direction of Agricultural Agent Robert Wilson.

They landed in their respective counties early in September. Suggestions had been made about the

kind of activities and experiences they should plan to do during the 7 weeks they would be in training. They were to learn how the county extension office operated, how to make reports, how the Extension Service in that county was organized, how to use mass media methods, how the 4-H Club program operated, how the home extension program was developed, how the adult agricultural program was carried on, and how the county plan of work was developed. They were to learn how to handle office calls, make farm and home visits, organize 4-H Clubs, plan achievement meetings, and assist the agents in any way they could. All this in 7 weeks.

In addition, they were to select a program which was being carried on in the county to study and evaluate methods used and results obtained, and make a report which would be helpful to any county extension agent.

Bonnie studied the program in Cheyenne County for young men and

women in Extension to find out how much this program had contributed to developing ability in community leadership and participation. Mike studied the brucellosis eradication and control program in Nemaha County.

The first week in November they came back to the campus and attended the annual extension conference. The following week classwork started. Particularly emphasized is program development including planning by agents and leaders and the methods needed to carry out the program of work. They are also enrolled in a course where they will learn audio-visual methods of teaching.

The blocked semester with half a semester of field work and half a semester of classes on the campus has helped to provide more meaningful experiences for extension majors. The assistance of county extension workers in planning a varied yet concise program of training activities has been invaluable. At the end of this experience when the student asks: "Will I be happy as a county agent?" the answer is "You bet! Where else could you do such interesting things, meet such nice people, and still get paid."

WHAT DO YOU READ?

(Continued from page 13)

most folks these sources get a hurried scanning and are laid aside for detailed reading on a rainy day—which seldom, if ever, arrives.

These periodicals yield a great deal of timely information on new ideas, teaching methods, techniques, and subject-matter material to help us do a better job as extension workers.

However, for fundamental subject-matter information, one must rely upon text-books.

In reading those books, here is a little tip which may help the busy person. The opening and the summary paragraphs in each chapter usually contain the "meat." Another good stunt is to make file cards with the "meat" boiled down to a "bite." These cards, cross-indexed, will be worth so much gold for quick reference when it comes to answering

questions you receive from boys and girls.

But one word of caution. Don't become a vast storehouse of knowledge, and bright ideas, without also learning the techniques with which to apply these ideas and thus become an effective extension worker.



You have heard this before, but I'll repeat. You must know how to work with people and how to get others to want to work together. If you are a supervisor of an office, then you must know how to develop team play in order to get work done to best advantage.

One may be self-educated up to a certain point even on the techniques, but you will need to go beyond your county lines to continue your education. That brings up the question, where will you look for this added improvement? The best place in my estimation is at a summer school designed for extension workers.

These summer schools are the best stimuli for professional reading you can possibly have. A shelf of 100 books will not help an extension worker actually do the job. He must get away from the routine of the office once in a while and approach this matter of professional improvement with a mind free to think and to absorb new approaches. These in turn will help in solving the problems which appear on the job back home.

HARLEY A. LELAND, Assistant State 4-H Club Leader, Massachusetts.



Fellowships and Scholarships

The National Committee on Boys and Girls Club Work Cooperating with the Federal Extension Service

Six fellowships of \$1,500 each for 10 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers. The National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Ill., provides the funds. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State directors of extension or State 4-H Club leaders to the Personnel Training Branch, Federal Extension Service, United States Department of Agriculture, Washington 25, D. C. Applications must be received by May 1. Application blanks may be obtained from the State director of extension.

Sarah Bradley Tyson Memorial Fellowships

For a number of years the Woman's National Farm and Garden Association has offered annually the Sarah Bradley Tyson Memorial Fellowship of \$500 for advanced study in agriculture, horticulture, and the "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is making available two such fellowships.

Applications are made to Mrs. Walter G. Fenton, Chairman, Committee on Applications, 20800 Moxon Dr., Mount Clemens, Michigan.

Farm Foundation Fellowships

This foundation offers eight fellowships for a period of 9 months at \$2,000 each. This fellowship aid is available to State extension workers upon recommendation of State directors of extension. Priority is given to extension workers who are, or will be, in the administrative field, but persons with subject-matter responsibilities are not excluded from awards. Applications are made through State directors of extension to Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Illinois, and the fellowships apply in any one of the following universities: California, Chicago, Cornell, Illinois, Minnesota, and Wisconsin.

Soroptimist Fellowship at George Washington University

This fellowship of \$750 was established in 1948 by the South Atlantic Region of the American Federation of Soroptimist Clubs. It is available to a woman who holds a baccalaureate degree and who wishes to undertake graduate work to prepare herself for professional service. Selection of the candidate will be based upon the personal and academic qualifications of the applicant. She should indicate that she is already in the public service. Applications should be addressed to the Registrar, George Washington University, Washington 6, D. C.

Teachers College, Columbia University

Extension workers are eligible for most of the types of fellowships and scholarships available at Teachers College, Columbia University. All of these are awarded on a competitive basis regardless of the fields of edu-

cation represented. Application for an ensuing academic year must be received by December 31.

A graduate program designed for cooperative extension personnel is available at Teachers College. Programs may be arranged leading to the degree of master of arts, doctor of education, or doctor of philosophy.

Information may be obtained from Dr. Edmund deS. Brunner, 525 West 120th Street, New York 27, N. Y.

Pfizer Awards

The Charles A. Pfizer Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1956 to home demonstration agents, one in each extension region. The awards are \$1500 each. Application forms may be obtained from the State extension director; one application from each State should be approved by the State selection committee and forwarded with a letter of approval to the Federal Personnel Training office by August 1, 1956.

Charles H. Hood Dairy Foundation

This foundation is interested in the advancement of dairy farming in New England. For this purpose a limited number of fellowships in support of graduate study will be awarded. Fellowships are available to graduates of New England colleges whose background, education, and experience indicate that further study will enable them to contribute to improved dairy farming. Study may be undertaken in any recognized university and must be related to the production or distribution of fluid milk. The amount

(Continued on next page)

of each fellowship is determined on the basis of the recipient's needs and will not exceed \$2,500. Nearly all awards have been under \$2,000.

Applications will be received until March 15. Interviews will be conducted with New England applicants during March and April. Information and application forms are available from Eastman F. Heywood, Executive Secretary, Charles H. Hood Dairy Foundation, 500 Rutherford Avenue, Boston 29, Massachusetts.

The Grace Frysinger Fellowship

The National Association of Home Demonstration Agents has set up a fellowship named for Miss Grace E. Frysinger.

The fellowship is a fund of \$500 to cover expenses of a home demonstration agent for a month or 6 weeks of visiting other States to observe the work there for professional improvement. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by a committee appointed by the National Home Demonstration Agents' Association.

Applications of the home demonstration agents are handled by the State Home Demonstration Agents Association president or the State Association Fellowship chairman, in cooperation with the State home demonstration leader who receives forms and information from the National Fellowship Committee of the Association.

Horace A. Moses Foundation, Inc.

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, two scholarships in each of the States and territories to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to a joint scholarship committee from the Cooperative Extension Service and the Foundation.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third time or more to work with rural youth.

The scholarships are to be used

for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H or YMW course plus others of his choice.

Applications are made through the State director of extension to the head of the Personnel Training Branch, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. by April 1.

Farm Foundation Scholarships in Public Agricultural Policy

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

The foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Illinois.

The Fund for Adult Education Study Grants

The Fund for Adult Education offers grants for academic study, supervised field experience, or combinations of the two leading toward the advancement of persons concerned with the liberal or general education of adults. For the purposes of this program, liberal adult education is distinguished from vocational or technical education. It is concerned with education in world affairs, political affairs, economics and the humanities broadly defined.

Each applicant proposes the program he desires and indicates whether he wants to work toward a degree. Whatever nature the study takes, it should be designed to increase knowledge, improve skills and develop general competence of the individual as he functions in adult education.

No specific sums are designated for the grants; the applicant is expected to indicate a sum that is appropriate to his or her own study situation.

All activities under a grant must be confined to the continental United States. The period of the grant may

be as short as several months or as long as 12 months. It can be on a part-time or a full-time basis.

All inquiries, requests for application forms, and other communications should be addressed to Leadership Training Awards, The Fund for Adult Education, 141 West Jackson Boulevard, Chicago 4, Illinois. Deadline date for filing applications is January 31, 1956, with training beginning on or after June 1, 1956.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 15 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or \$100, whichever is smaller, toward the expenses of one supervisor per State up to 15 States at the regional summer school in which the supervisory course is given.

The scholarship is open to men or women supervisors who have a considerable term of service to Extension still ahead and who take and satisfactorily complete the course in extension supervision.

Applications should be made by May 1 through the State directors of extension to the director of the regional extension summer school at the institution where the extension supervision course is given. For 1956, the University of Arkansas is the institution to which application should go.

Book Review

GETTING STARTED IN FARMING.

By Sherman E. John, Milo J. Peterson, Martin R. Cooper, Neil W. Johnson, Samuel W. Mendum, and Orlin J. Scoville. D. Van Nostrand Co., Inc., New York, N. Y., 368 pages, 1955.

The Future Farmers of America are the special audience to whom this subject is addressed. The very excellent and comprehensive coverage of the problems involved in entering the farm business will prove equally helpful to anyone considering farming as a profession. Writing very simply in the language of the layman, the authors have discussed all aspects of farming in a very thorough and clear-cut manner.—*Jas. E. Crosby, Jr., Federal Extension Service.*

The Training Agent Is a Demonstrator

ALMA ANDERSON, District Extension Supervisor, Nebraska

HOW can the experienced agent help the newcomer in the field?

As a trainer, I have four objectives. They are to help the new person gain assurance and confidence, to develop right attitude toward the job, to establish good working relations with fellow workers and other people, and of course to get actual experience in the extension work of the county.

The first job is to pave the way for acceptance of the new person in the county in which he or she is being trained. This gives the trainee a feeling of being welcome and gives him assurance and confidence which we all must feel if we are to do our best work. Most people are anxious to help the new person. The experience often serves as a pattern for introduction of the new agent when he leaves his training county and goes into his own county.

The way should be prepared for new extension workers in the religious and social life as well as the business life of the community by the following means:

- (1) News story and a picture in the local paper.
- (2) Personal introductions to key people, not only in Extension but also to those in cooperating agencies and civic organizations.
- (3) Appearances on radio and television programs.
- (4) Introductions at churches and social groups.

The new agent must develop a healthy, mature attitude toward extension work. Some may not agree, but in my opinion a county extension worker has much freedom of choice in planning his work. This presupposes that we are mature people, that we take our job seriously, remembering our responsibility to the people, the taxpayer, the university, and I might add, to ourselves. At the same time, there is such a thing as becoming a slave to the job, which is not a healthy situation. The training agent needs to help the trainee to strike an even balance, giving full measure of service without leaving the impression of slavery, never too

busy, but not a doormat, feeling important to the job, but not indispensable. This is not easy, but it's important.

Maintenance of good working relationships is a recognized must. It is the responsibility of the training agent to help the trainee see that no amount of knowledge, ability, or training will substitute for the ability to work pleasantly with others.

In giving the actual experience in extension work, the training agent becomes a walking example of Extension's most characteristic teaching method, that of demonstration. He demonstrates the methods of planning and developing a county program, ways of involving people in that program, methods of planning, conducting and evaluating results of

meetings, leader-training sessions, and the like, ways of expanding the program through organization of new groups, and all the other varied jobs which make up the extension worker's day.

The "demonstrating agent" goes a step further by giving the trainee opportunities to put these procedures into action, first by helping, then by planning and conducting to completion some one or more projects in line with his background and ability. Next comes evaluation. This is important, for with it comes any deserved praise. Constructive criticism of mistakes and suggestions for improvement should come after the trainee has had a chance to discuss his own errors and to decide how he could improve his methods.

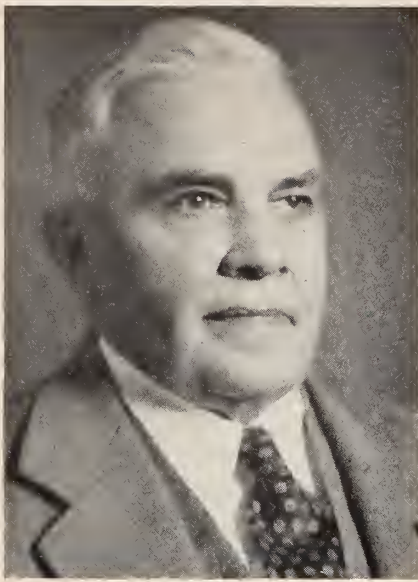
Agents in Training

THE month of June brought the faces of 5 new "chilluns" to the Michigan Extension family. Serving as summer county 4-H Club agents were Rhoda Kelly, Phyllis Pearson, Janet Doremire, Leo Corriveau, and Paul Worthington.

All 5 assisted their counties with 4-H Club meetings, camps, fairs, and trips, and other countywide activities. It is felt that this work gives the young people a chance to get acquainted with the opportunities of a county extension worker.

James Sorter (left), La Salle, Mich, is being coached by Paul Worthington on exhibiting poultry at the State 4-H Club show. Paul is one of the five Michigan youths who participated in the agents-in-training program last summer.





Meredith C. Wilson Retires

Meredith C. Wilson retired as Director of the Division of Extension Research and Training December 31, 1955, after more than 41 years in the Federal Civil Service.

"M.C." as he is familiarly known to his associates and friends, began his extension career as assistant county agent in Tompkins County, N.Y., before final passage of the Smith-Lever Act in 1914. After serving as farm management specialist in Vermont and New Hampshire in cooperation with the Federal Office of Extension North and West for nearly 2 years, he became county agent leader for New Hampshire on July 1, 1916. He was transferred to Washington, D. C., on October 1, 1918, to the position of regional supervisor for county agricultural agent work in the Northeastern States. After the consolidation of Office of Extension South and Office of Extension North and West, late in 1921, he was given responsibility for the organization and development of a program of extension field studies (research in extension).

Mr. Wilson pioneered the establishment of the present system of regional extension summer sessions, for extension workers.

For 5 years during the Second World War and the postwar period, Mr. Wilson was on leave from regular duties while he served as Deputy

Director of Extension, in charge of the domestic farm labor program.

"M.C." was lent to the Foreign Operations Administration (now International Cooperation Administration) early in 1955 to make a study of the organization and conduct of extension work in the Philippines.

"M.C." was awarded the Distinguished Service Ruby by Epsilon Sigma Phi, the national honorary extension fraternity, at its recent annual meeting.

The members of the Wilson family will make their permanent home at R.D. 2, Salem, N. Y., where "M.C." has farm interests.

LEARNING EXPERIENCES

(Continued from page 4)

things. Give undivided attention to the source of new knowledge whether it be a bulletin, a book, observation of extension procedures or techniques, or listening to prepared talks. One must concentrate on the materials at hand. Make every attempt to put "handles" on the material. Constantly attempt to relate the new knowledge to your professional needs.

Try to identify principles as well as techniques. The importance of principles is derived from the fact that they are general rules, or well-established truths, that usually have a wide application. They serve, therefore, as highly useful basic guides in a wide range of situations. Techniques, on the other hand, usually apply to only one situation. They relate primarily to problems of how to do it. Principles relate to why, techniques to how. An understanding of both is the height of professional competency.

An understanding of principles helps extension workers to recognize differences in situations. Consequently, one is less likely to employ a technique just because it has been used before, and more likely to recognize the need for a new technique, or for variation in those normally used. An extension worker who is equipped with principles applicable in his work is more likely to be creative than one who prides himself on being practical.

Principles give meaning to technique. They are necessary for a valid appraisal of technique. One who glorifies techniques, or how, without an understanding of principles,

or the why of those techniques, is really a captive of technique.

It has been appropriately said that the person who knows how will always have a job, but the one who knows how and also why will eventually supervise the person who only knows how.

TEACHING NUTRITION

(Continued from page 15)

ducing milk, it usually is not enough to supply needs of the entire family. Consequently, pregnant women refrain from drinking milk in order to give their children the small amount available. This is a serious problem.

"Lack of enough green or yellow vegetables during winter months especially presents another problem. Many farm families produce green and yellow vegetables for sale, rather than for family consumption. Consequently, not enough of these vegetables are eaten or preserved."

Extension workers need to get away occasionally from their own counties and talk with other extension people to get a fresh viewpoint, new ideas, and improved methods so they can do a better job.

National Training Laboratories

The National Training Laboratory in Group Development will hold two 3-week summer laboratory sessions at Gould Academy, Bethel, Maine, this year. These dates are June 17 through July 6 and July 15 through August 3.

The purpose of the training programs is to help educational leaders understand the existence and nature of the dynamic forces operating in the small group and to help them gain skill in operating more effectively in such a group. The training program is organized so that the 15 to 20 persons in each trainee group are enabled to use their own experience as a laboratory example of group development.

The NTLGD is sponsored by the Division of Adult Education Service of the National Education Association with the cooperation of faculty members from various universities. For further information, write to the National Training Laboratories, 1201 Sixteenth St., NW., Washington 16, D. C.

In TEXAS We Regularly Hold TRAINING MEETINGS IN SMALL GROUPS

WALTER SCOTT, District Agent, Texas

IN TEXAS it is necessary to do most of the training in the district because the State and the number of workers are so large. About 6 training meetings are scheduled each year. The 2 general types of training that can be given county extension agents in district meetings are subject matter and extension teaching methods. Both are very important and continuously needed.

Subject matter specialists are scheduled to meet regularly with agents and bring them up-to-date on the latest information in their field. Most training meetings are on a subdistrict basis to make small groups possible, which encourages discussion. Specialists introduce new 2 x 2 slide sets, films, or other materials useful for farmers' or 4-H Club members' meetings.

Annual field days at experiment stations located in or near the district are planned jointly by the research workers and district agents. These are attended by agents as well as farmers to see progress being made on research projects. Periodically agents are asked to suggest to the

research staff problems on which additional research is needed.

It is not enough to have the information. We must know how to get other people to use it. Therefore, the second very important training area is in extension teaching methods. Extension workers generally receive very little, if any, training in extension teaching methods before employment. Subject-matter specialists can and do give some training in extension methods that are useful in teaching their particular subject. This is the main source of instruction in the use of method and result demonstrations. About every 3 years subdistrict training meetings are held on newswriting, radio, and television for all agents. Annually for the past 4 years there have been one or more training meetings on building the county extension program.

When special emphasis is given a teaching method, such as the present emphasis on farm and home development, much training is needed by the agents. To provide training in this method of extension teaching, a series of subdistrict meetings was held

in 1954. The first day of the 4-day series was devoted largely to background information, objectives, and advantages of this method of teaching. The second and third days were devoted to visiting a farm and learning firsthand how to secure and utilize the necessary background information to give a basis for teaching the family to plan better living.

Immediately after visiting with the farm family the agents met in small work groups. They learned how to help the family they had visited to (1) analyze their farm business, (2) list wants and needs, and (3) make a sound management plan for their farm and home. The fourth day was devoted largely to a discussion of how to fit this teaching method into the county plan of work and a summary of the training course.

One of the great opportunities for all extension workers is to improve on the use of extension teaching methods. Both State and county extension workers need additional training in this field.

Karl Knaus Retires

Karl Knaus, field agent for the north central States since 1935, retired November 30, 1955. He started his long and productive extension career in February 1916, when he was appointed county agricultural agent in Cloud County, Kans.

Mr. Knaus has participated in numerous national and regional programs in agriculture. He assisted in extension summer schools and in other training activities and was author or coauthor of several publications which have found a popular place in extension literature. It goes almost without saying that he was an active member of Epsilon Sigma Phi, honorary extension fraternity. He served two terms in 1944 and 1945 as chief

of Mu Chapter, Washington, D. C.

In addition to his contribution to the development of extension work here at home, he spent almost 3 years in helping the agriculture of one of the new nations of the free world, Pakistan. As chief of the United States agricultural mission to that country, he made many friends for the United States.

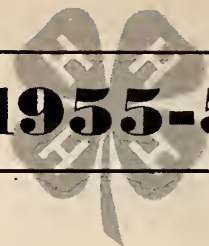
Tracing Mr. Knaus' early career, we find him serving in Kansas and in Michigan. In 1928 he completed work for his master's degree from Kansas State College. The following year he became assistant county agent leader at Purdue and was at Purdue until joining the staff here.

Mr. and Mrs. Knaus will make their permanent home at LaFayette, Ind.



Karl Knaus

National 4-H Fellows 1955-56



4-H Fellows visit members of National Committee on Boys and Girls Club Work. Seated (left to right) Kenneth H. Anderson, Associate Director; Willa E. Morava, Bridgeport, Nebr.; and Guy L. Noble, Director of Committee. Standing (left to right) Jane L. Merry, Rochester, N. Y.; George J. Broadwell, Brattleboro, Vt.; Doris McDonald, Paoli, Okla.; Howard M. Willson, Glendive, Mont.; and Dale Apel, Longton, Kans.

We in the Federal Office profit much from these 4-H Fellows. We believe they profit, too.

WATCHING Washington work; feeling the pulse of Extension, as the heart beats come in from the States; earning a master's degree. These are the opportunities of the 6 National 4-H Fellows who come in each September to spend 10 months in the Federal Extension Office on scholarships given by the National Committee on Boys and Girls Club Work, of Chicago, and the Massey-Harris-Ferguson Company, of Racine, Wis.

Formerly active 4-H Club members, and currently successful county club agents, you all would be proud of the way these 6 award winners borrow furniture from a generous 4-H Foundation, take a refresher course in basement bargains, cooperate in trips and routine transportation so that their \$1,500 can be stretched over as many exciting experiences as possible.

From the variety of graduate courses offered by nearby universities, these promising extension workers choose majors in administration and supervision, or public relations, or foreign affairs, or how to be a better

teacher. How do you get folks to analyze, consider, and decide? How do you transfer information so that people will understand, remember, and want to use it? How do you work happily with people—even people you think, at first, you don't like?

While the fellows study these courses in the graduate schools, we in the Federal office attempt to set them a good example as they visit all the offices, from Administrator Ferguson's, where decisions are made, to the file rooms, where the results are recorded.

Through the friendly cooperation of the whole USDA, opportunity is also given these student visitors to meet those who have the responsibility for research, regulatory work, stabilization, marketing, conservation, credit. Unfamiliar agencies change into familiar people during these question-and-answer interviews. County problems of acreage allotments, conservation payments, school lunches blend into the national and world situation and the overall objectives.

Outside the USDA, the Weather Bureau, Bureau of Standards, Patent

Office, National Education Association, and farm organizations are but samples of the variety of places that open their doors to these young people. The FBI explains their problems and system; the District Juvenile Court describes the individual background and motivations of delinquents.

One of the real thrills for these fellows has been to sit in on congressional committee hearings and to follow special bills through the Halls of Congress. Both the legislators and the Secretary's office have been most kind in supplying the background and the foreground for these young extension workers.

It is a sandwich program of classroom, conference, and special events. The setting being Washington, there is no end to the historic buildings, museums, art galleries, concerts, lectures, and national meetings. And "poured round all" is New York City, the Atlantic Ocean, Williamsburg, and the Shenandoah Valley. It is a busy schedule, too, especially with exams and monthly reports to worry over.

4-H Club Work Is Front Page News



Denton County's (Texas) Judge Jack Gray presenting proclamation of 4-H Club Week in Denton County to Dale Schluter and Peggy Schluter.

WITH the 4-H flag flying high, newspapers featuring 4-H stories and photographs, and radio and television stations talking about it, 4-H Club Week will be ushered in on March 3 this year.

During the entire week each year, 4-H Club work for boys and girls in town and country receives a great deal of attention. The purpose of observing this week is to give the public a special opportunity to hear about 4-H Clubs and to recognize the achievements of the 2 million members.

January is about the time when most clubs begin to make their plans for 4-H Club Week. As a means of exchanging experiences 6 counties have been asked to recount briefly some of their activities during 1955 4-H Club Week.

In Sussex County, N. J.—Through newspapers, radio, school assembly programs, P.T.A. meetings, and a big countywide banquet we told our communities about 4-H Club work. Over the county administration building, our 4-H flag waved.

The Sussex County 4-H Council, composed of older club members, sponsored a window display contest. Eighteen clubs set up displays in eight community centers. The council committee developed rules of the contest and score cards for judging, and provided merchandise awards and ribbons. The judges' comments were sent to each participating club. Newspaper coverage included a special feature in one paper and a full page salute by local merchants in another. Many of the radio programs lauded the work of volunteer 4-H leaders.—*Dorothy V. Smith.*

In Cortland County, N. Y.—Plans for the big week are mapped largely by the county 4-H executive committee and the county 4-H council. The latter group is made up of more experienced 4-H youth from 14 to 21 years of age.

One phase of the celebration is aimed at reaching rural boys and

girls through their school assembly programs. Last year more than 3,000 heard the 4-H story in 6 large school assembly programs. Quiz shows, talks by agents and council members, and movies and colored slides of county activities were program features.

Three daily newspapers and several weeklies carry feature stories and pictures, some of which are prepared by the 4-H Club agent. They often show how 4-H Club activities affect a particular family. Radio is used for news announcements and television for human interest stories. The viewing audience for TV in Cortland County is estimated at 60,000.—*E. Hale Jones.*

In Guilford County, N. C.—To familiarize the public with 4-H Club work, we used window displays, newspaper articles, radio and TV programs, merchants' advertisements, photographs, table cards, and the initiation of many new projects, such as six new welcome signs on main highways into the county.

A large sign, 5 by 6 feet, was placed in the courthouse yard and 275 posters were distributed in the county. Club tours of the new WFMY-TV studios followed a program on the air. Six special radio programs were given by different clubs on such subjects as health, safety, and keeping 4-H records. Parent-teacher association programs were given in 4 schools, 1 club gave 2 chapel programs, and all schools featured 4-H clubs on their bulletin boards.—*Mary Sue Moser.*

Clay and Cherokee County club members presented the State Health pageant, A Place in the Sun. The script writing, backdrops, and all technical direction for staging were executed by extension personnel, assisted by the John C. Campbell Folk School staff, the local ministers, members of the State Public Health Department, and the members of the North Carolina Extension staff.—*Mrs. Janet C. Martin.*

In Denton County, Tex.—A committee of 4-H Club boys and girls arranged for representatives from 14 clubs to take part on a daily 15-minute radio program. A total of 35 4-H Club members were interviewed, gave talks on 4-H Club work, and presented skits.

The local newspaper featured a four-page special section using stories and pictures of the county program. The chamber of commerce made four large signs for display on the courthouse lawn, proclaiming National 4-H Club Week.

Seventy-nine subscriptions to the National 4-H Club News were ordered during the week. Sixty-eight posters were placed in conspicuous spots and some exhibits were built around them.

In 1956 observance of the week will begin with a parade which will include floats for livestock, poultry, canning displays, clothing, and other projects.—*Betty Duncan and Jack Gressett.*

In Dodge County, Nebr.—Our rally day program in which each club participates with its best talent is the big event for us. It has been sponsored the past 2 years by the Dodge County Farm Bureau, and gifts are given each organized club by the Fremont Rotary Club. The two highest scoring clubs are eligible to compete in the district share-the-fun competition.—*Russell Hughes.*

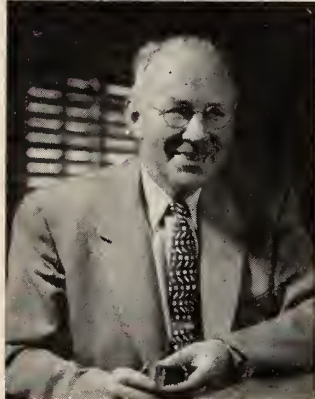
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**From talk by C. M. Ferguson at meeting of National Association of County Agricultural Agents at Michigan State University, September 15, 1955.*

To All Extension Workers

Can Extension meet its great responsibilities? Let's answer that question this way. Yes, it can, provided:

- (1) The extension worker keeps up with the latest applicable research findings;
- (2) Uses the team approach, bringing all applicable fronts of science to bear on the problem;
- (3) Taps the thinking and uses the leadership of rural people as well as those on Main Street;
- (4) Presses hard on a program of professional improvement.

Professional improvement is a necessity if we are to meet the demands of our dynamic economy. We need to realize that our audiences in the years ahead will be better trained. More of them will be high school graduates. There will be more who have 4-H Club training. And there will be more who have had college training.

You are engaged in no routine endeavor. The Cooperative Extension Service is the keystone between two great institutions, the land-grant colleges and universities and the United States Department of Agriculture. You are members of a magnificent educational team. You have this challenging assignment:

"... to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same..." These words are from your charter, the Smith-Lever Act as amended in June of 1953.

The challenge to you as a professional worker and a member of a professional organization is not only that of diffusing information but to encourage its application.

