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EXTENSION SERVICE  
*Review*

AUGUST 1961

TV PRESENTATION  
TEACHES NEW  
MEAT-GRADING SYSTEM

Page 155



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# EXTENSION SERVICE *Review*

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

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

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

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## EAR TO THE GROUND

If Mohammed can't go to the mountain, then let the mountain come to Mohammed.

Impossible? Not at all. In a sense that's what happened at the Midwest Livestock Marketing Conference at Ames, Iowa, last winter. Livestock men (and women), cattle buyers, meat handlers, and dealers never left their conference chairs, yet learned a new meat grading technique and judged cattle by it.

While seated in an auditorium, these people watched USDA marketing specialists explain the system and apply it to live cattle via film and carcasses via direct TV. Then the livestock conferees had a chance to practice grading in the same way.

Closed circuit TV no doubt has a place in extension work. For one thing TV can focus on one subject for a long period of time. And it can tie together visually such widely separated groups as this conference, a meat laboratory, and live cattle. It's a special tool with special uses.

Author Dwight Bannister (see cover and lead article) offers this report "to others in the Extension Service who are seeking better communication facilities for similar presentations."

This is not the first time we've heard from Iowa about TV presentations to a special group. They've successfully used the technique on other occasions, annual conference for example.

In this age of specialization and automation it's not so surprising to see "livestock" brought to a room full of judges rather than the other way around.

Specialization certainly is a key word in agriculture these days. More and more farmers are turning to production of just one or two commodities.

In line with this, the Review will feature specialization in the September issue. Articles next month will be woven around the theme—Extension Methods for a Specialized Agriculture.

*Sequel:* County Agent J. Joseph Brown and his flying farmers are doing it again. Last month, you recall, Brown told about his traveling farm people in the story, The Greatest Show of Earth. This month Herkimer County, N. Y., farm and agribusiness folk are off for an air tour of agriculture in Minnesota, Washington, and Alaska.—DAW

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Growth Through Agricultural Progress



# TV PRESENTATION

teaches  
meat-grading  
system

by DWIGHT M. BANNISTER,  
Assistant Extension Editor, Iowa



Participants in Iowa State University's Midwest Livestock Marketing Conference last February watched D. K. Hallett, Agricultural Marketing Service, present the new "dual" grading system for cattle, films of live cattle, and carcasses—all via TV.

CLOSED-CIRCUIT television gave prospective "livestock judges" front-row seats and first-hand information on a new judging system.

More than 250 livestock men, packer representatives, and meat wholesalers learned how to establish carcass yield and grade for steers on-the-hoof without leaving their conference chairs.

W. E. Tyler and D. K. Hallett of the Agricultural Marketing Service in Washington, D. C., presented the new "dual" grading system for cattle at the Midwest Livestock Marketing Conference in Iowa last February. This dual system was developed by USDA marketing specialists in studies of more than 1,000 carcasses and 500 live cattle.

## Program Outline

The television show had the advantage of being tied in with the lecturer on the auditorium platform, motion pictures of live animals, and carcasses of the same animals in the meats laboratory.

After preliminary description of the dual grading plan in the auditorium, the television circuit was opened to the meats laboratory three city blocks away. Then the laboratory was switched out and the film of the live cattle was shown. At certain points the projector was stopped to allow viewers to study an animal. Conferees graded these animals on

the basis of the motion picture sequences.

The program then switched back to the meat laboratory where the conferees saw and heard Hallett explain the origin and principles of dual grading.

After an hour and 45 minutes of the program (including the closed-circuit, live-camera TV segments) the livestock men successfully applied the dual system to grading live cattle.

The program was made possible by WOI-TV, educational television station operated in connection with Iowa State University at Ames. Technical arrangements were made by Dale E. Larson, engineer-in-charge of TV, and Robert F. Phillips, studio operations supervisor.

WOI-TV drove its remote truck to the door of the meats laboratory and ran cables inside. Advance preparations included running 1,600 feet of coaxial cable from the laboratory, over the tops of buildings and across streets to a distribution system in the auditorium.

The distribution system delivered the television signal to 11 standard television sets at key viewing points in the auditorium. Local telephone company technicians set up the audio connections.

One camera inside the laboratory handled the TV show, drawing its power from the remote truck at the door. Four 1,000-watt floodlights lighted the laboratory demonstration.

The chief engineer of WOI said cost to the station was between \$150 and \$175. The telephone installation cost about \$25.

He also noted that costs for another such conference could be cut noticeably. For example, two-way radio was used for continuous communication between the lecturer or motion picture in the auditorium and television in the laboratory. Telephones can be installed to do the same job at less cost.

Institutions interested in television presentations can usually obtain equipment and technicians through local commercial television services.

## Value Weighed

Robert Rust, meats specialist, pointed out that the TV cost is not out of line with expected costs of presentations at major short courses and conferences. Television provided unique educational opportunities, particularly where close inspection of the subject was needed.

Rust believes this is the first time TV has been used in teaching a new technique in meat grading.

He said the television presentation was more effective in teaching this system than anything else he has seen for this purpose. Television brought viewers close to a specific animal or carcass as if they were actually judging at the rail.



# Human Relations In Program Planning

by EDWARD V. POPE, *Federal Extension Service*

A GROUP leader frequently feels the need to direct the group toward goals he thinks are desirable.

Sometimes this makes sense, as when a father directs his small children to be careful of traffic. In ideal program planning, it makes less sense if it makes any at all.

A wise community worker once said that he based all his work on what people said they wanted to talk about. This is, in one man's opinion, the really sound basis on which to build a program.

That idea rests on a demonstrated principle of education—that we reach people effectively when we base our approach on their perceptions, the way things seem to them. This is in regard to the total situation they are in and in terms of their parts in it.

It rests also on a belief in the growth potential of a group, its inner capacity for harmony and productive efficiency, and its ability to reach that capacity by working together creatively.

## *Opposing Characteristics*

Sometimes it appears that groups want us to tell them what to do or to give them answers which, as experts, we are expected to have. The pressure is often intense, encouraging us to feel we are right in discounting the group's potential for self-direction and adaptation to change.

On the other hand, we are often amazed at the resourcefulness and tenacity groups display in dealing with knotty situations. Some extension groups plan programs well; others do not.

What process does a group go through while making good use of its powers? What distinguishes the effective program planning group from the ineffective one?

We wish we had definite answers to these questions, so important to our success as extension workers. We do have leads, derived from research and the experience of people, ourselves included, both as group members and leaders.

## *Group Learning*

The successful group learns to solve its problems through group decision and group action. In extension we say we believe in this, and we act as though we believe in it—sometimes.

Our behavior as leaders in program planning depends on what we want from and for the groups we ask to work with us. Do we merely want a program from the group, or do we want also an experience of growth for the group?

If only the former, we are satisfied with some ideas to work on. We can rationalize that these ideas represent group consensus. In reality, we suspect that the agreement is arrived at largely to hasten adjournment of an uncreative meeting.

Rarely can such a prelude lead to effective grappling with real problems. The group has learned merely how to stop meaningless fumbling by giving the leader what he apparently wants.

What did the leader do to discourage the group? Was he afraid he would lose his leadership if the group were given freedom to choose its own path? Did he indicate a lack of trust in those with less training, less experience, and fewer skills? Did he give the impression that he felt himself and other leaders better qualified to decide on policy matters? These are searching questions which, when honestly answered, illuminate much of any group's behavior.

To lead in a decision-making venture, such as program planning, de-

mands respect for the group's right to determine its own course, based on data which they bring and examine themselves. A major difficulty is that nothing may happen for awhile. The group feels frustrated because it is not used to such treatment.

The idea that leaders create situations for free decision-making based on total participation may not be new to many extension clientele. But the experience of the idea often is.

## *Clear Communication*

A successful group has open lines of communication. We are often brought face to face with the discrepancy between what we and others understand by a word, or a set of "facts."

In a program planning group, members' perceptions of the facts of their community are important facts in themselves. They need to be understood and shared by everyone as part of the process of group decision and action. An atmosphere of free communication makes this possible.

Limits to free exchange of thoughts and ideas lie both within and around us. Barriers are created by absence of personal contact, tangled lines, and lack of time to communicate. Perhaps more important are the obstacles a group member creates within himself, stemming largely from insecurity in the group.

## *Establish Security*

A successful group maximizes security among its members by minimizing threat. There are things a leader can do to help group members feel safe, that is, unthreatened and unjudged.

He listens carefully so that members feel their contributions are worth listening to. He is warm, friendly, and interested in everyone's viewpoint. He demonstrates a sincere attempt to understand by reflecting members' contributions, prefacing his restatement by a phrase like, "If I understand you. . ." or "Do you mean. . ."

He avoids concern for whether the  
(*See Human Relations, page 166*)



Lever Act was passed in 1914. This increased scope has been accompanied by an increase in middle-management or supervisory staff.

Since 1925 the supervisory staff in agriculture and home economics has increased 56 percent. Various kinds of administrative assistants and training officers have also been added to State staffs. These changes have made it more necessary to clarify responsibilities.

Supervision has become a critical part of the extension organization. Supervisors are challenged to perform so well that satisfying experiences prevail for the supervised, the supervisors, and the administration.

### *Define Responsibilities*

Can really satisfying experiences prevail without having responsibilities clearly defined in a written, well-communicated job description?

We don't say they can't, but evidence from a study of extension supervisors in 25 southern and western States strongly supports the fact that written job descriptions do aid. These documents help supervisors develop a better understanding of their work requirements and eliminate some of their job frustrations.

Supervisors considered they were responsible for 32 areas of supervisory work. They were asked to identify the areas of difficulty which they felt new supervisors would likely experience.

Men supervisors without job descriptions indicated that most difficulty could be expected in administrative areas, such as dealing with salaries, using supervisory skills, understanding duties of the job, developing job descriptions, understanding superiors' and county workers' expectations, developing organized plans, understanding the State administrative organization, understanding policies of administration, and conducting public relations.

On the other hand, women supervisors without job descriptions felt new supervisors would meet most difficulty in areas closely related to programing and reporting.

Actually, the widest difference between the "with's" and the "without's" was in the area of understanding the State administrative organi-

zation and the job responsibilities of State office members. The "without's" considered this would be most difficult for new supervisors. The "with's" ranked it 28th in difficulty.

What about the experienced supervisors? Are job descriptions helping them meet their own current difficulties?

Apparently so. With this question in mind, the supervisors were asked to identify areas in which they were experiencing supervisory difficulties.

The "with's" and "without's" indicated some sharp differences. Among the men, the "without's" experienced more difficulty than the "with's" in evaluating; developing job descriptions; dealing with salaries, etc., of personnel; understanding supervisors' expectations; helping county workers coordinate staff effort; helping to develop reports and records, understanding the administrative organization; and representing Extension and land-grant institutions before the public.

Understandably, the women "without's" also met more difficulty than the "with's" in helping county workers develop job descriptions.

Other areas giving more difficulty to the women supervisors without job description included: developing reports and records, helping inventory conditions, establishing realistic objectives, interpreting and using extension study results, conducting effective training programs, developing organized plans of work, and understanding the duties and responsibilities of the supervisory job.

### *Bridging the Gaps*

Perhaps the major finding of these studies is the importance of written and clearly defined job descriptions. They can help bridge the gaps of misunderstanding confronting personnel who are coming through extension ranks to assume supervisory positions.

We have seen that when areas of responsibility are clearly defined in written and well understood job descriptions, many supervisory difficulties are reduced or eliminated.

These documents are invaluable to all extension workers. They can be a means of developing mutual understanding between the supervised, the supervisor, and the administration.



## BRIDGES TO MUTUAL UNDERSTANDING

by DR. MARDEN BROADBENT, District Director, and CLEON M. KOTTER, Editor, Utah

*Editor's Note: The following is the third in a series of articles on extension supervisors by Dr. Broadbent and Mr. Kotter.*

**E**FFECTIVE supervisors are vital to Extension. They become the administration's eyes, ears, hands, and feet.

How does this affect you? Most extension supervisors begin their careers as county extension workers and work up from there. This we have shown in previous articles.

We all realize that the Cooperative Extension Service program has continuously expanded since the Smith-



# Teaming Up with Industry

by C. LYMAN CALAHAN, *Extension Horticulturist, Vermont*

**W**E are living in the age of consultants.

As a county extension agent or State specialist you may be asking, "What's so new about this? We've been consultants for a long time, but under a different name."

At the same time, industry has come to rely extensively on consultants for accurate information. They use them either as part of their organization staff or hired on an as-needed basis. Many business executives, like the modern farmer, cannot possibly make all of the important decisions when they are needed.

The field of agriculture is far too complex for a single extension worker to keep fully informed on all crops and practices. Also, time will not allow the direct contacts that have always been so successful.

Will we be able to do this job? The answer is yes—provided we call in the rest of the team (consultants if you wish).

Who are they? Included are ex-county agricultural agents and other

graduates of our colleges, many of them with one or two advanced degrees.

These specialists or consultants are employed by almost every commercial concern in the business of supplying people with the goods and services they need. They are working with the same people we serve.

Furthermore, these concerns are also well staffed with personnel who do product development and basic research and who have the equipment and funds to do outstanding work.

All of these sources of help sound like competition, but they're not. We must consider them as a tremendous pool of information that can help us to keep producers, processors, and marketing people well informed.

Let's look at an example of how our commercial counterparts gave a helping hand with a well-known extension program in Vermont.

A research project at the Vermont Experiment Station in 1952 showed that over 70 percent of the fresh milk delivered to Vermont milk plants had

an off-flavor. Milk dealers soon recognized that this was limiting milk sales.

The State Department of Agriculture started a corrective program. It appointed a committee of representatives from the retail milk dealers, State Department of Agriculture, field men from dairy equipment manufacturers, dairy farmers, the Extension Service, and the Experiment Station.

This committee asked Extension Dairyman W. A. Dodge to prepare an educational program aimed at producers, processors, and consumers. A basic brieflet, *Good Tasting Milk*, was prepared.

Then county agents set up schools to train teams of milk tasters and scorers. These teams later worked in every milk-receiving station in Vermont.

Discovering the causes for off-flavors and the need to correct them involved many persons including veterinarians and suppliers of milking and ventilation equipment. Each contributed know-how, time, and funds far beyond the limits of our own program. Now milk flavor control in Vermont has been taken over by the industry. Off-flavors that were common 6 years ago are now rare—less than 5 percent. Fluid milk consumption has increased over 10 percent.

## Industry's Contribution

The Vermont Agricultural Extension Service can be rightfully proud of its part in organizing and setting in motion this Milk Flavor Program. But highly qualified commercial individuals and concerns certainly helped.

This is but one example of hundreds of similar projects. The important lesson is to recognize and then exploit these excellent sources of help.

We are fortunate to enjoy excellent working relations with consultants, technicians, fieldmen, and sales representatives hired by industry. We need to coordinate programs with them as much as possible.

Industries benefit from our help as we sell the ideas that, in turn, sell their products. We sell information, not goods and services—industry sells all three.



Extension, the State Department of Agriculture, and Vermont farmers all benefited from their team research program to improve the flavor and quality of milk.



# TOURING AGENTS

gain knowledge  
first hand

by KENNETH C. MINNICK,  
Benton County Extension  
Agent, 4-H Club Work,  
Oregon

SEEING agriculture in other areas, meeting with county agents in other States, visiting many scenic spots, and the fellowship and exchange of ideas with other agents were all great values gained on a Dow Chemical Company tour.

Our group of county extension workers from 12 States toured several western States, starting from Salt Lake City on July 11. It would be impossible to tell in detail all places visited, but this may point out some of the values to agents who might go on future tours.

## Northwestern Highlights

A visit to the Cauche Valley Dairy Breeders' Association (servicing over 80,000 cows in 3 States) emphasized the expanding efficient use of proven sires and values of artificial breeding. Potato growing in Idaho near Burley and Twin Falls highlighted our stops there.

In eastern Oregon, we saw the complete operation of harvesting and shelling peas. Other points of interest visited included a sugar company and Hereford ranch.

While in the State of Washington, we visited mint and hop fields as well as the mint distilling plants and hop driers. Also, we stopped at the Irrigation Experiment Station at Prosser and the Western Washington Experiment Station at Puyallup.

Our tour continued down the western coasts of Washington, Oregon,

and California. Stops in Oregon included a canning company, paper company, and motor tour through the ryegrass growing area of Linn County.

## See Water Controls

In northern California, Shasta Dam offered many picture taking opportunities. This dam maintains an even flow of the Sacramento River for irrigation in the San Joaquin Valley. The water is used to irrigate the citrus and olive groves, rice, and other valley crops. California farm advisors accompanied us through the valley, filling in cropping practices, yields, harvesting methods, and other agricultural information.

We visited the University of California at Davis, then went on into the Delta Area of the San Joaquin Valley. Visits to county extension offices in Stanislaus and Fresno Counties pointed out the diversity of agriculture and emphasized the need for specialized training of agents in specific fields.

During the final week, our tour took us through the date-growing area of California and across the border to a cotton-seed-oil processing plant in Mexico.

In southern Arizona we saw cotton and more citrus groves. In Yuma we were made more aware of the importance of water as a natural resource. A 2-hour flight over the Salt River Project in Arizona provided an opportunity to see the many dams

that supply water for that area. We also had a bird's eye view of the agricultural area and open pit copper mines.

Irrigation of California's Imperial Valley depends on water from the "All American Canal," one of our stops.

The final major side-trip of our tour was to the Santaquin watershed area comprising some 27,000 acres. The area, located near Nephi, Utah, is intended primarily to control water run-off.

We returned to our starting point, Salt Lake City, for a brief evaluation meeting. Then the 12 agents were off for their homes in Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

## Value of Tours

This brief summary of our tour should point out the value of educational tours for county agents. They are one of the best opportunities for professional improvement. A county agent could gain as much while attending one of these tours as from a term in college. I sincerely believe this after my experience on the tour last summer.

Dow Chemical Company sponsored four of these tours in 1960 and again in 1961, one in each extension region. Every State could send an agent on one of these tours.



# Laying Cornerstones for A Clearer Picture of Agriculture

by EVERETT E. PETERSON, *Extension Economist, Nebraska*

**J**UST what are today's agricultural problems? What causes them? What adjustments are being and can be made?

These pointed questions add up to one of the biggest educational jobs in the Plains States. People in this area need help in understanding agricultural policy.

People who live in the towns and cities of the Great Plains possibly are more aware of rural-urban interdependence than people in more industrialized areas. They often retain family or ownership ties to farms and ranches.

Agriculture continues to be important to the economy of the Plains States. But most young farm people must look outside agriculture for occupations. Many families in farm-trade towns turn to larger cities for alternative opportunities. Because the Plains area generally lacks industrial development, the search for such opportunities means leaving the region.

## *Leaders' Workshops*

Nebraska's extension economists recently tried to meet this educational need through a series of 2-day workshops on agricultural problems, policies, and programs.

Through these workshops and the continuing education program in agricultural policy and public affairs, extension economists at the University of Nebraska are making progress toward:

- Meeting the growing demand for factual information on the economic problems of American agriculture and on the possibilities and limitations of alternative farm policies and programs; and

- Encouraging farm and nonfarm

people to examine facts on public affairs issues before reaching decisions, to formulate individual opinions after carefully studying the consequences of different courses of action, to express viewpoints freely, and to translate decisions into policies and programs through the political process of our democratic government.

County agents throughout the State invited about 750 farm and nonfarm leaders to participate in the workshops. Leaders were invited on the basis of their interest in farm policy and other public affairs issues. They also indicated willingness to take part in local followup activities.

## *Discussion Topics*

The information presented in these workshops was organized around 13 discussion pamphlets, *The Farm Problem—What are the Choices?* Pamphlets were distributed before the meetings so participants would be prepared to take part in informed discussion. This material was supplemented with outlines and discussions by economists.

Main discussion topics in the workshops were:

American Agriculture—Its Characteristics and Problems

Basic Economic Tools for Problem Solving and Program Analysis

Goals and Values in Agricultural Policy

Can We Solve Farm Problems

By Increasing Demand at Home and Abroad?

By Price and Income Programs?

By Restraints on Production?

## Evaluation of Program Choices Through Small-Group Discussion

Generally participants responded favorably. The group discussion technique, used for evaluation and summary, developed a much better appreciation of the complexity of agriculture's problems, the possibilities and limitations of program choices, and the problems faced by administrators and Congress.

We did not attempt to take opinion polls or transmit summaries of program choices to those involved in farm policy making. Participants were encouraged to make their decisions known through their organizations or individual action.

## *Followup Plans*

Followup activities at the local level will be an important phase of this educational program. Several counties reported definite plans even before the workshops were completed. In most cases the county agent and participants served as a planning committee for county and community programs.

Activities underway in Nebraska include: countywide meetings with panel discussions by agents and leaders, series of discussion meetings organized and conducted by leaders in their home communities, participation in programs planned by organized groups, talks by agents and leaders at service club meetings, newspaper articles and radio and television programs prepared by county agents.

Lancaster County reported over 500 people attended community policy meetings. Participants are also using the principles and farm policy information while talking informally with neighbors, city relatives, and local businessmen.

The discussion pamphlets are being used by most counties in their farm policy programs. County agents now have supplies of these available for any interested person. These were also given press, radio, and television publicity.

Facts, principles, and widespread participation are the cornerstones of Nebraska's approach to understanding farm problems, policies, and programs.



# Fitting Programs To Changing Needs

by THE MADISON COUNTY EXTENSION SERVICE STAFF, Mississippi

**T**IME and tide wait for no man, they say. Great changes are rapidly taking place.

These changes are sure to affect the extension service program. Since much of our strength lies in how well each county extension staff can meet this challenge, we must constantly study changes and adjust our programs to them.

Madison County is located in West Central Mississippi in the Brown Loam soil area. The land is gently rolling and responds to good treatment.

We have 480,640 acres with more than 75 percent in farms. Jackson, the State capital, is only 20 miles away. This city offers a ready market for our produce and employment for a large number of people. Canton, our county seat, has a population of 10,000.

Our long-time program projection is in its fifth year. As we check its progress and plan possible revisions, we look back over the decade of the 1950's.

## Noticeable Changes

The population of our county in 1950 was 33,860. It is now 32,904—a loss of 2.9 percent. Yet, our nonfarm population has increased.

The number of farms in Madison County has decreased 500 during the past decade. At the same time, the average size farm has increased from 87.3 to 125.5 acres.

Of our 2,776 farm operators today, 720 have other income, and 500 have other income larger than their farm income. Mechanization and chemical farming have replaced some day labor.

Along with the population shift, we have a pronounced change in the farming pattern. We grew 42,500

acres of cotton in 1950, but only 27,500 acres in 1960. At the same time, we have had a 50 percent increase in the number of beef cattle, and herds have improved in quality.

Although we have less row crop acreage, there has been a marked increase in improved pastures. We have an increase in per acre yields because of improved varieties and better cultural practices.

How has the Extension Service in Madison County met this challenge?

Briefly, we have a single county agricultural program. All agricultural agencies and organizations work together as a team to turn plans into action.

## Highlights of Action

Farm people are demanding more specific information. More time is required for part-time farmers and city people. At the same time, we work more closely with enterprise groups. We receive almost daily requests for agricultural information from the chamber of commerce and industrial committees.

Agriculture is by far the biggest industry in the county. Leaders in other industries seem increasingly aware of this.

Improved timber management is an important part of our development. Selective cutting and timber stand improvement are established practices. The setting of pine seedlings has increased and become rather stable. We now use from one-half to three-quarters of a million seedlings each year.

Farm and Home Development, known in Mississippi as Balanced Farm and Home Planning, has helped us to meet changing needs. Since starting this work in 1954, we

have been able to devote more time to individual families.

A survey of five families enrolled in Balanced Farm and Home Planning in 1956 showed income of 59 percent from livestock and 41 percent from row crops. In 1960 these same families had 90 percent income from livestock and 10 percent from crops.

One of these families, a dairy farmer, increased milk production per cow by 666 pounds. Others made substantial increases in labor income.

Throughout the county, more homemakers are taking full-time or part-time jobs to help with family living expenses. In 1955, 10 home demonstration club members out of 241 held part or full-time jobs. This increased to 35 by 1960. Fifteen others held temporary jobs during the 5 years.

Some of our home demonstration clubs meet at night for these working women, and women with small children.

More assistance is given to urban homemakers. The needs of the rural and the urban are now much the same. Farm homes in increasing numbers have adequate supplies of water under pressure, automatic washing machines, dryers, convenient kitchens, and other advantages.

## Widening Contacts

There is much general public need for more consumer information.

With school consolidation, an effort is made to keep the community identity. We helped organize two community clubs that meet each month. These offer excellent educational opportunity.

In our schools, there is increased demand for students' time and talents. The 4-H club agents have organized community 4-H clubs. These meet at night. The result is not only increased enrollment, but more interest and better work. We believe that the trend to community 4-H clubs will increase in the years ahead.

Looking at all parts of our program, the people whom we are trying to help are receptive and cooperative. It is the desire of our entire staff to meet head-on the changes coming our way and continue to merit the people's confidence.



# finding answers through a CONSUMER FORUM

by JANET REED, *Clothing Specialist, Delaware*

**T**HE consumer is speaking! But is she being heard? What responsibility does Extension have to help bring about better understanding and cooperation between consumers and manufacturers and retailers?

As members of Delaware's home economics extension staff asked themselves these questions, the idea for a Consumer Forum was born. And it blossomed into a successful extension teaching experience.

Delaware's first Consumer Forum was held this April in Wilmington, with 250 people attending. A grant from the Sears Roebuck Foundation made the luncheon meeting possible.

## Forum Goals

The primary objective of the Forum was to help consumers become more aware of the ways in which they influence the products and services of retailers and manufacturers and to help them recognize and accept the responsibilities that go with this

influence. In addition, we saw this as a means of reaching new audiences, particularly in the urban area.

The Forum was developed as a symposium. Speakers for the consumer, manufacturer, converter, and retailer each indicated some of their responsibilities in today's market and suggested ways these groups can work together for mutual benefit.

Speaking for the consumer was a contributing editor for a women's magazine. Retailers were represented by the manager of a department store; a carpet company representative spoke for converters; and a chemical company spokesman gave the manufacturers' viewpoint.

The consumer emphasized the great power and responsibility of the customer in the market place.

She explained that working outside the home has made more women conscious of the dollar and of their rights as a customer. Women are better educated; their tastes and cultural and intellectual interests are

more developed; they are more selective in spending.

She felt the customer has a responsibility to let the manufacturer and retailer know what she needs and wants and what she is willing to pay for it.

The consumer challenged the audience by saying, "Knowledge is power. Know goods. Know prices. Know how business works and what you have a right to expect. Then, be a good shopper—an intelligent, informed, and considerate customer."

## The Business Side

The retailer said, "The consumer's wish is our command. Be free with suggestions and comments because we value you as a customer."

He cautioned customers not to be led by price alone, but learn to shop carefully and compare.

The converter indicated the need of knowledgeable salespeople to answer the questions of today's well informed customer. He told participants this is particularly important when the consumer is buying less frequently purchased items, such as home furnishings.

The manufacturer traced the importance of marketing research in the development and improvement of products. He indicated consumer responsibility in cooperating with this type of survey.

Opportunity was provided for the audience to ask questions.

## Selected Audience

The Consumer Forum audience was composed of representatives of most of the organizations in the Wilmington area. We invited federated women's clubs, garden clubs, business and professional women's clubs, AAUW, Farm Bureau, Grange, YWCA, girls club, VFW, civic and service clubs, church groups, home demonstration clubs, hospital boards, community center clubs, State Home Economics Association, University of Delaware student groups, League of Women Voters, community associations, and Sales Executive Club.

In addition, representatives of chamber of commerce, AFL-CIO, newspapers, radio stations, Retail

(See *Consumer Forum*, next page)



Delaware's Consumer Forum was designed to reach new audiences while helping to bring about better understanding and cooperation between consumers, manufacturers, and retailers. Representatives of each of these groups took part in the symposium pictured here.



# Reaching Young Mothers on their own terms

by MRS. LOUISE N. HUFF, Assistant Home Demonstration Agent, Oxford, Androscoggin, and Sagadahoc Counties, Maine

**M**EEET young mothers on their own terms—this is the way to reach this potential audience. After experimenting with contacts for about a year, the author found this solution to contacting young mothers.

Letters, leaflets, even interest cards didn't get the reactions wanted from these young homemakers. But by gaining entrance to one of their existing clubs and contacting members of the group known personally, extension has begun to serve this group.

## *Pinning Down Interests*

Early this year the author visited some of the young women she had previously taught in high school. Through a woman familiar with extension work, she also learned of a "mother's club" which might be interested in a meeting on use of credit.

Here was the opening needed!

The agent called on the president of the local mothers' club in January and explained what might be done in an educational meeting for the group. The president was cooperative and, although the program for the year was already set up, worked in a meeting for the agent.

## **CONSUMER FORUM**

*(From page 162)*

Merchants Association, advertising agencies, manufacturing concerns, and Extension in neighboring States were invited.

Before the meeting a questionnaire was sent to participants asking them to report some of their experiences—satisfactory or unsatisfactory—with recent purchases. This was to start participants thinking of consumer responsibility. It would also help the planning committee interpret inter-

In April the agent was given this opportunity. Earlier the homemakers had been given a choice of information wanted—Home Financial Planning or Is There A Better Way to Save Time and Energy.

They chose the latter. It was not credit, but saving time and energy they were interested in!

This meeting proved to be informative in several respects.

These women knew little about Extension on the county, State, or Federal level. They didn't realize so much information was available to them in home economics, agriculture, and 4-H club work.

At the start of the meeting the agent explained what the Extension Service is and her own job. About 10 different folders and information were made available so that each mother could take any she wanted.

The information was presented at a level which helped the young women meet their needs and interests. They were all responsive which made the discussion lively and meaningful.

Each woman made a "time circle" record of what she had done that day. We used one as an example to

ests and needs for this and future programs.

Evaluation cards following the first Consumer Forum, indicated that participants were enthusiastic about the program and thought there was need for it. Typical comments reflect their thinking:

"Those attending felt they were helped very much in becoming aware of ways in which they can get better products and better service."

"The Consumer Forum made me appreciate the importance of the consumer as I never have before. After

analyze and discuss at the meeting. A questionnaire was used to find out how they organize or plan their homemaking tasks.

To conclude the meeting, the agent gave an analysis and demonstration on ironing. The homemakers were asked to keep in mind, "Is there a better way?"

As a result of this meeting three of the women bought home account books and requested help in using them. One wanted help in planning her kitchen arrangement for a home under construction. Another started remodeling a shed and wanted help.

The agent made 16 additional calls on some of these and other women soon after the meeting.

## *A Growing Potential*

Meanwhile she has talked with other ex-students who indicated an interest in a home visit. At present individual calls seem to be the most satisfactory.

The agent has located other possible contacts with young women. Social groups meeting regularly have potential interest in this work.

The marketing specialist's folder for "young homemakers" can be sent to this group each month. This will keep Extension in regular contact with them.

The author now has 58 young women on her list of contacts and plans to call on each one this year.

Although advancing slowly, this work has been definitely worthwhile from both the agent's and homemakers' points of view.

this I'll be a bit more effective in trying to get what I want."

"I hope this conference can be a continuing affair because there are so many problems to be probed in this field which is so vital to all of us."

Plans are already under way for Delaware's second Consumer Forum. And interest expressed in such subjects as advertising, packaging, consumer credit, and product cost suggests that these could be explored in additional Forums. The consumer is being heard and answered.



# Developing Leaders for Project Teaching

by MRS. GEORGIANA THOMAS, *Negro Home Demonstration Agent, Fort Bend County, Texas*

COOPERATION of parents and leaders makes a big difference in the development of a 4-H member's project. In fact, we depend on these people to help teach and supervise club members. They are essential to the 4-H program.

With this in mind, Texas experimented with a pilot project to develop 4-H adult subject matter (project) leaders in foods and nutrition in 1956.

Simonton was one of the 12 pilot communities for this project. Only two organization leaders (one man and one woman) were helping the 32 club members in Simonton at that time.

## Early Efforts

We approached the woman leader with the idea of getting enough adult food leaders to work with club members in groups of 5 or 6. She contacted several potential adult leaders and enlisted five women to volunteer for the project. The names of these leaders and the members of their groups were sent to the home agent.

Two training meetings were set up to teach the leaders how to use the leader and member guides in conduct-

ing method demonstrations outlined in the member book. We had already explained in home visits that the guides were designed to help both leaders and members understand how to prepare and serve foods that even the youngest members could do. Six method demonstrations were to be conducted in 1 year with each group.

The project report was presented to the county home demonstration council and publicized in local newspapers later that year. This was an effort to encourage more adult subject matter leaders for areas in which 4-H members wanted projects.

Our 4-H program and adult leadership development goals were given an added boost a couple of years later.

A foods and nutrition survey conducted among Negro families in the county in 1958, revealed that 45 percent of those surveyed had inadequate diets. They were particularly lacking in milk, eggs, yellow vegetables, and fruits.

These facts and recommendations of the county program building subcommittee on foods and nutrition prompted us to incorporate several nutritional objectives in the home demonstration and 4-H plans.

The objectives involved teaching home demonstration and 4-H club members what a good diet consists of; nutritive values of foods; preparation and serving of milk, eggs, and green and yellow vegetables; and securing and training 4-H leaders in foods and nutrition.

Lack of adult leaders to help carry out the 4-H program in foods was a problem. We expressed this need to organization leaders and also tried to encourage new leaders through home visits, newspapers, and county extension council meetings.

The 4-H Favorite Foods Program was introduced to the county program building subcommittee on foods and nutrition and to organization leaders in each community in September 1959. These groups were told about the member and leader guides.

After the county home demonstration council was given this information, they set out to get more 4-H adult foods leaders. By January, 16 women from 6 communities had agreed to serve.

## Training New Leaders

In February, the leaders attended training meetings to learn how to teach club members to prepare and serve simple, nutritious foods. Table place settings were also demonstrated. When both the food and table settings were displayed, the training session became a foods show. The council chairman then judged and commented on the exhibits.

Three leader training meetings were held during the year to cover the entire guide for members. This included 12 meetings for the 4-H'ers.

At each meeting, preparation for the County 4-H Favorite Foods Show was included. Slides helped give a better idea of how to prepare for the show.

District Agent Myrtle E. Garrett attended one of the leader group training meetings. She encouraged the leaders to continue and provided additional information on the foods program.

By March, 7 of the 11 leaders trained had met with their 4-H'ers and reported to the agent. Groups averaged 3 to 5 members. Parents

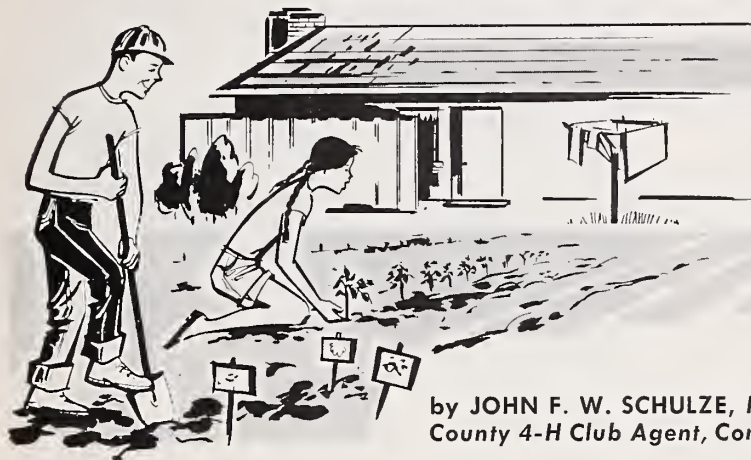
*(See Project Leaders, page 166)*



Climax of Fort Bend County's 4-H foods and nutrition program was the Favorite Foods Show at the county fair. As was hoped, this show attracted the attention of many prospective leaders—both parents of 4-H'ers and people not familiar with the 4-H program.



# 4H Goes Urban with the County



by JOHN F. W. SCHULZE, Hartford  
County 4-H Club Agent, Connecticut

**A**RE your county 4-H alumni aware of the changes since they were club members? Have you kept track of these likely candidates for club leadership? Is your county more urban than it used to be?

These are some of the questions that any club agent might well ask himself. In fact, these questions are worth presenting to the county sponsoring group.

Hartford County, not long ago, was known for a variety of outstanding agricultural enterprises. Today, it is more generally accepted as a center for aircraft parts production and insurance. Cattle barns, silos, and tobacco sheds are being replaced by homes and factories. Thousands of acres of fertile cropland are now growing lawns, shrubs, flowers, and thoroughfares.

## *Adapting Projects*

4-H has kept pace with this change by revising old projects and developing new ones. All too frequently, 4-H alumni are not aware of the new possibilities for the younger generation, now more urban-oriented than when they were club members.

Although many homes may include a half to a full acre of land, building codes and restrictions make it impossible to carry on many of the basic 4-H projects. However, young people still enjoy vegetables and flowers and learn something by growing them. This opportunity is

still available to the folks in an urban area.

The understanding of plant growth is just as well taught through small gardens as it is through the use of several acres. Competition for the tallest corn and the greatest yield of potatoes per acre has been replaced by pride in the beauty of home grounds. 4-H projects have been developed to provide this information.

Adult garden clubs, both men's and women's, are interested in working with young people. These organizations have offered much assistance, both in sponsoring contests and providing experienced gardeners to lead groups of young people.

A replacement for "outlawed" livestock projects is the dog project. It takes just as much knowledge, understanding, and patience to train a dog to obey and perform as it does to train livestock.

Automobiles are a part of the way of life of this country today. Teen-agers hold the unenviable reputation of being excessively dangerous drivers on the highway. In order to correct this impression and provide a greater appreciation of the joys and the pleasures of a motor vehicle, the 4-H Automotive Project has been developed.

This project presents interesting topics on the care of the vehicle, understanding of the rules and regulations of the road, and information

on what makes the machine work. All, it is hoped, will produce desirable effects on the driving habits of young motorists.

This project is a major departure from the original thinking and planning of the 4-H program. However, it is an educational service for the youth of the county.

Many adults, who were once 4-H club members, derive their livelihood from the automotive industry. Such people can make excellent leaders since they remember 4-H and the pleasure they derived from it. However, the lack of public relations and publicity, has kept many people from realizing that they could help by leading an automotive 4-H club.

## *Unchanged Areas*

Homemaking projects for Hartford County do not differ between country and city residents. In some respects, the number of city people who have small gardens and have canned or frozen some of their home grown produce is amazing.

The changing way of life presents other challenges to girls. Prepared and partially prepared foods have varying values and uses. The subject of nutrition for the teen-ager offers universal opportunities for appraisal and understanding. Knowledge of selection, use, care, and repair of readymade garments and synthetic fibers is desired by all girls.

The opportunity to learn something about judging, determining the difference between good and bad, and evaluating the shades between is possible in nearly all 4-H projects. The opportunity to give demonstrations is provided in every 4-H project. Recreation, music appreciation, citizenship, personality improvement, and health all are continuing phases of 4-H projects.

We have found that letting people know what is available to them and how it can be used are major factors in developing a program in the city and suburbs.

In general, 4-H is still thought to be just for farm girls and boys. We realize it is not so. And it is up to us to see that the public learns what is available for all young people. Alumni of 4-H can be our strongest supporters.



# Hoosier Farmers

## Welcome Students

### From New York City

**A**GRICULTURE's public relations received a boost recently when Indiana farm homes and hearts were opened to a class of 23 New York City high school juniors.

The hospitality was extended in response to an inquiry from administrators of Walden High School, a private institution. The school wanted a midwest farm experience for the junior class as part of their educational program.

John Baker, regional information director of the Agricultural Marketing Service, turned to officials of the Indiana Farm Bureau to arrange such a project. They did—and with enthusiasm—since the Farm Bureau here has had an extensive public relations program for 9 years on behalf of better understanding of farming.

The Farm Bureau selected host homes for the visitors in two counties. Each home had young people in the family about the same age and sex as the visitors.

The Manhattan young people, representing several racial origins and all from affluent families, traveled by chartered bus. They were accompanied by two teachers.

#### *New Experiences*

The venture developed into a beneficial excursion into midwest farming. The students, all intellectually sophisticated, were constantly surprised at what they found.

None had ever before held a baby chick. They expected to find farm animals vicious. They were impressed by the closeness within the farm family and by the major community role of churches.

One lad said: "The great knowledge required of the farmer borders on the awesome." They saw farming as big business as well as a way of life. They were surprised at how little



New York City high school students got a first-hand view of rural life recently when they visited Indiana farms on an educational tour.

the farmer receives for a dozen eggs when, "In New York we pay about 70 cents."

Getting close to the soil was a spiritual as well as an educational revelation for these young people. For the farmers, their proffered hospitality turned into an eye opener, for these youth are representative of America's millions of consumers.

#### **PROJECT LEADERS**

*(From page 164)*

had been invited to attend the meetings and were encouraged to offer suggestions. The leaders also attempted to interest other adults to take part in the 4-H program.

One of the leaders in Simonton, the pilot community, encouraged another adult leader to take a group of girls. She then passed along to this new leader the information learned at the training meetings.

In her report to the home agent, another leader wrote, "I want you to know just how I am enjoying working as a group leader. I am glad I attended the training school. It prepared me to be able to get it over to my group."

Twelve leaders from five communities carried out 11 demonstrations in the Favorite Foods Program with a total enrollment of 57 boys and girls.

The County 4-H Favorite Foods Show which the groups had been preparing for was held in connection with the county fair. Seven leaders with 31 club members participated.

The foods show was mainly attended by parents and youth in the county. As a result, more parents and other adults have wanted to know more about the 4-H club program and how they can serve as leaders. In two communities, seven adult leaders have volunteered to lead groups.

We feel sure that through this interest in the nutritional problems of county citizens and the concentrated program on foods, we have been able to develop interest in adult leaders which will spread to other parts of the 4-H program.

#### **HUMAN RELATIONS**

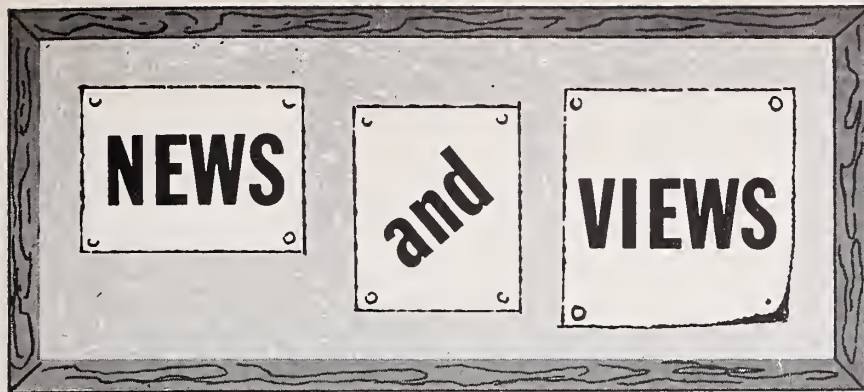
*(From page 156)*

group is going in the direction he thinks it should, for what the group thinks of him, or for how he can get others to talk. He attends to the group, not to himself.

Because such an approach is rewarding to group members, he can bet that the group will take on more of these ways, thus facilitating harmony and productivity.

No part of extension's educational enterprise is more important than the planning of programs. We believe people should plan their own. There are varying limits to the degree of freedom we have in creating conditions for free decision-making: pressure from supervisors, lack of funds, insufficient personnel—perhaps others. But a leader who trusts the group's own capacities will create more opportunities for freedom than the leader who trusts only himself.





## NACAA To Meet in New York City

The 46th Annual Meeting of the National Association of County Agricultural Agents will be held in New York City September 10-14.

In New York, county agents will have an opportunity to broaden their knowledge "on the spot" in tours of such places as the Washington Street Market, Fulton Fish Market, a dairy plant, the Mercantile Exchange, stock exchanges, and Federal Reserve Bank.

Headliners on the program include: Federal Extension Service Administrator E. T. York, Jr., Cornell Food Economist Herrell DeGraff, and Chairman of the Extension Committee on Organization and Policy E. W. Janike.

A panel on New Horizons in Marketing, will be moderated by Prof. John Carew, Michigan State University.

Pennsylvania's pilot program, Marketing in Action for Youth, will be explained.

Director Maurice Bond of New York will chair a panel, including Associate Director Marvin Anderson of Iowa and Dean T. K. Cowden, College of Agriculture, Michigan State University, on New Challenges in Marketing for County Agents.

## BOOK REVIEWS

**ADOPTION OF NEW IDEAS AND PRACTICES** by Herbert F. Lionberger. The Iowa State University Press, Ames, Iowa. 1960.

If you had time to read and digest 100 research reports on the process by which practices are disseminated, you would not need to read this book.

Dr. Lionberger has done a splendid job of integrating research results and theory and translating them into non-technical language in 115 readable pages.

In your county, who are the innovators and early adopters? Who are in the early and later adopter groups; who are the laggards? In what stage of the diffusion process are they—awareness, interest, exploration, trial, or adoption stage? At a specific meeting, where do you make the pitch to be sure to create awareness and interest in exploring the idea or to clinch a decision to try out the idea? Or can you do all things at the same meeting for all ideas or practices?

This book raises questions like these and gives you help in answering them.

The author also discusses information sources and media as means of inducing change as well as social, cultural, personal, and situational factors in the diffusion process.—Fred P. Frutchey, *Federal Extension Service*.

**THINGS TO DO . . . IN SCIENCE AND CONSERVATION** by Byron L. Ashbaugh and Muriel Beuschlein. Interstate Printers and Publishers, Inc., Danville, Illinois. 1960.

*Things To Do in Science and Conservation* is an effort to facilitate

the teaching of the care of our natural resources.

A review of the table of contents indicates the context of this book on natural resources: space, air, sun, soil, water, minerals, plants, animals, electricity, synthetics, and nuclear energy.

Each chapter presents a basic resource which is considered from several viewpoints. Each approach includes a statement of fact or a concept and suggestions for demonstrations. Projects for groups and individuals are suggested and questions about the resources are asked.

Two outstanding points are the book's treatment of resources as interrelationships and placement of man at the ecological apex in the discussions.—W. R. Tascher, *Federal Extension Service*.



"Board Foot Awards" were presented to Parker Anderson of Minnesota (left) and Fred Trenk of Wisconsin earlier this year. The special awards were made in recognition of the foresters' extension leadership—35 years each.



## what tax



## buy

**F**OOD is a bargain. It costs us less at the supermarket, in terms of hours worked, than ever before.

"But that's only part of the food bill," many consumers say. "What about the money we spend for taxes? Why should we consumers subsidize the farmer? Why do we spend money on agricultural research and education when farmers are already producing more than we need?"

These questions by consumers are based on some misconceptions about agriculture which have gained widespread publicity.

The tax money we spend for agriculture doesn't all benefit the farmer. The ultimate benefit for much of this expenditure goes to the consumer.

Less than one-third of the federal agricultural budget last year went for price support and conservation programs. These programs, for which the cash outlay was \$2.1 billion, directly benefit the farmer. Agricultural commodities acquired under the price support program are used to help carry out the Food for Peace program and similar international activities. In addition, when many of the commodities are disposed of, a substantial financial recovery is made.

Price support and conservation programs benefit the consumer in other ways, too. They help to assure an

abundant food supply. They help to protect our investment in our agricultural plant. They help to stabilize farm prices and income. And a stable, healthy agriculture is vital to the entire Nation.

What are the real facts about our agricultural abundance? One thing that should be recognized is that farmers cannot produce exactly what we need—no more and no less—to feed and clothe the 180 million people. Few Americans, if given the choice between too little and too much, would prefer that we produce too little.

Another often overlooked fact is that over production is fairly small in relation to total farm production. Between 92 and 95 percent of our agricultural abundance each year moves through regular marketing channels. Although stocks of some products have become excessive, we should not forget that we must carry stocks as an insurance against emergencies at home or abroad.

Price support, crop storage, and conservation programs cost each American less than \$12 in taxes last year. Their benefits to consumers are hard to measure. If there had been too little food, its cost certainly would have been higher.

### *Bargain Benefits*

Agricultural research and education are another bargain we get for our tax dollars. Last year, USDA expenditures for research and education totalled about \$200 million—about \$1.10 per capita.

And few consumers are aware of the tremendous savings they realize because of increasing efficiency. For example, if our farmers today were still using the practices available in 1940, it would cost \$13 billion more a year just to produce our food and fiber. That amounts to \$288 for each of the Nation's families.

Here's another fact few consumers realize. This yearly saving of \$13

billion in production costs is more than twice the cost of all agricultural research conducted in this country—by USDA, by all the States, by all our industries—in the last 100 years!

What else does the consumer get for his agricultural tax dollar? Better health, for one thing.

Federal meat inspection costs about \$21 million a year—less than 12 cents per person. And the sole purpose of meat inspection is to assure the public of a clean, wholesome supply.

Brucellosis eradication is another program aimed primarily at public health protection. Federal costs for this program are around \$20 million a year—a little over 11 cents per person.

The general public also benefits from the school lunch and special milk programs of USDA. Last year, these programs cost the Federal Government about \$305 million. This is about \$1.69 each on a per capita basis.

What did we get for this \$1.69? We helped furnish noonday meals—by both cash and commodity assistance—to 3 out of every 10 school children in the U. S. And we helped supply these school children with more than 2.4 billion half-pints of milk.

The whole Nation receives the ultimate benefit from these programs through improved health and well-being of our children.

What do our agricultural tax dollars buy? An abundant food supply at low cost, insurance against emergencies, and better health are just a few of the many benefits received by all Americans. Yes, no matter how you look at it, food is a bargain.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 4 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.