

EXTENSION SERVICE

Review

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FEDERAL EXTENSION SERVICE

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EAR TO THE GROUND

SIX more county extension workers are now among my growing list of personal acquaintances on county staffs. Last week I had the pleasure of meeting Mary Kurtz and Mary Jane Hull of Cambria County; Betty Jane Nairn, James Bochy, and Paul Anderson of Somerset County; and C. B. Forney of Centre County, all in Pennsylvania.

At the County Homemakers' Days I was impressed at how skillfully the extension home economists kept the local leaders and group officers in the foreground, giving credit and recognition where it is deserved and counts for so much.

At the Somerset meeting James Bochy and Paul Anderson joined the women at lunch so they could be introduced and become better known among them. In Mr. Bochy's brief talk, he said that the women were making a valuable contribution to farm life in helping their husbands keep records and in reading to keep up to date, for today's agriculture is big business.

It is good to see a close-knit county extension staff, each supporting the other's work. I understand that farm and home development is adding more opportunities for correlating the services of extension agricultural agents and home economists.

Purely for efficiency's sake, it seems essential for a staff to work closely together if they want to get the most accomplished. Time is a precious commodity for all of us. I noted that county Extension offices in Pennsylvania receive a sheaf of news releases every week from the State office to help them keep their people informed of the latest applied research news. Selecting and adapting the information suitable to a county is a big job.

Pennsylvania Extension, like many others, is wisely helping county staffs utilize information to the best advantage by occasionally holding all-day training sessions on effective communications.—C.W.B.

Extension Around the World

E. H. LEKER, Federal Extension Service

THE extension program has passed the half century mark in its service to the rural people in America. The teaching methods of the Extension Service are unique in the educational field and have contributed much to the spectacular progress which American agriculture has made in recent decades. It is an American institution, and only in recent years have its methods of teaching been introduced to other countries of the world. Many countries are now adopting our principles of extension teaching in an effort to increase their production of foods and fiber and to improve their standards of living.

During the second World War many countries were faced with the problem of providing an adequate food supply to feed their people. The American farmer can well be proud of the way in which he stepped up the production of food and fiber during and after the war, not only to take care of our own needs but also to help feed the starving people of

other countries. Such a practice is highly desirable and commendable during periods of emergency but a far better plan is the one followed by the Extension Service for so many years of helping people to help themselves.

The Congress of the United States recognized the need for this type of assistance and passed legislation beginning in the forties which made provisions for offering technical assistance to selected countries in need of help. Several government agencies have functioned in this capacity since the passage of enabling legislation. At the present time the International Cooperation Administration of the Department of State is the principal government agency sponsoring programs of this type. The United Nations agencies are also very active in this field of endeavor as are many other public and private agencies and organizations.

The Cooperative Extension Service and the other services of the United

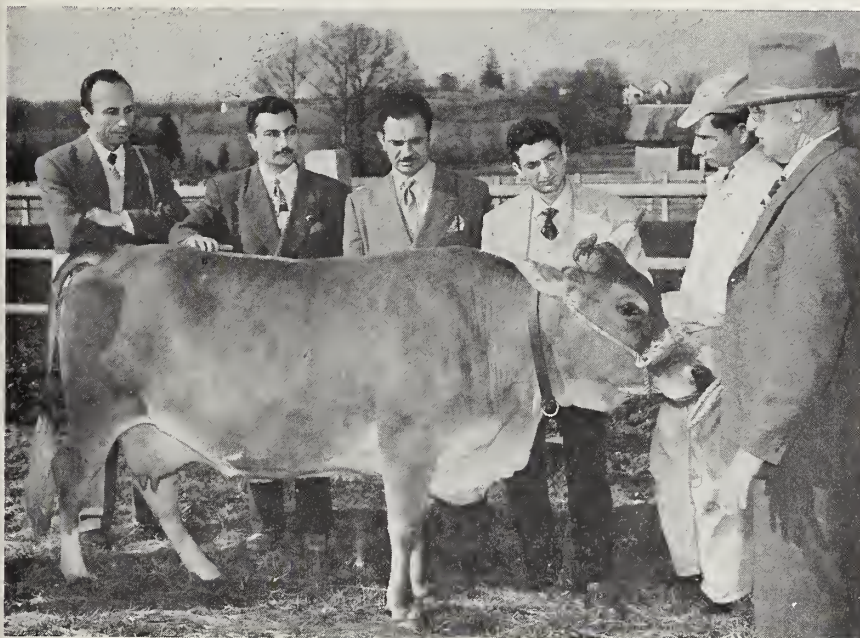
States Department of Agriculture have been called upon by sponsoring agencies to aid in the various technical assistance programs in the field of agriculture and home economics. Land-grant colleges and universities and other agencies and organizations in the States have also had an important role to play in the conduct of such programs. The training of foreign nationals in extension work is only a part of a much larger program in agricultural and home economics education which is being accomplished.

A foreign training division has been set up in the Foreign Agricultural Service of the USDA to coordinate all of the foreign training programs which involve the Department of Agriculture. That division works with the various other services of the Department in setting up programs of study and training. All training programs dealing with extension activities are referred to the Foreign Student Branch of the Federal Extension Service for assistance in program development and supervision.

The Federal Extension Service was first called upon to handle training programs in Extension for foreign nationals in 1944. That year marks the beginning of foreign training programs in Extension and the setting up of the Foreign Student Branch to handle such programs in the Federal office. During the first year, programs were planned and conducted for 35 participants. The number requesting training in Extension increased slowly year by year until 1950 and 1951 when the numbers of participants were increased materially.

During the last 3 years from 650 to 700 persons have participated in various phases of extension training work each year. A significant change has also taken place since 1953 in the kind of participants assigned to the Foreign Student Branch for training in Extension. Prior to that time most of the trainees were younger men and women such as the farm practice trainees, the IF'YEs and professional people holding positions of lesser responsibility. In recent years sponsoring organizations such as ICA have stressed the selection of participants from top-level positions in the respective countries.

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During a visit to Washington, D. C., Turkish technicians spent some time at the Department of Agriculture Research Center at Beltsville, Md. Dr. Thomas W. Moseley is holding the halter of a crossbred Jersey-Brahma cow.

Unexplored Frontiers in Extending the Influence of *IFYE*

WARREN SCHMIDT
IFYE Coordinator,
4-H Club Foundation

EVERY year when the new automobile models are unveiled it seems a little strange that men once had the same "up to the minute" feeling when they saw the first model T Ford. It's harder still to project oneself ahead 10 years or so when this year's model will look awkward and old fashioned.

The annual model of the extension program is not quite so obviously dated, but it is changing nonetheless. The traditional American view of progress starts with the assumption that today will be out of date tomorrow. It is no accident that 4-H Club work is dedicated to "making the best better."

Next year will mark the tenth anniversary of the International Farm Youth Exchange (IFYE). Those of us directly associated with this project have been pleased with its rapid acceptance and continued growth as a part of the extension youth program. It is difficult to think of today's popular and successful IFYE program as an "early" model. Yet there are indications that we have only begun to capitalize on its unique educational potential.

New frontiers invite exploration during IFYE's second decade. No one can say what the 1967 model will be like, but here are some possible clues of things to come.

Evaluation and research in the field of cross-cultural education clearly indicates that international exchange can be a potent educational force. At the same time, it has challenged some of our earlier assumptions that good will and understanding will result automatically from personal contacts alone. As more is learned in this field, the new knowledge is bound to affect practices in

the selection and orientation of IFYE participants, including host families.

What is the future role of the growing number of IFYE alumni? These dynamic young people are reluctant to be "has beens" after completing the period of intensive reports on their experiences abroad. Their unique training and enthusiasm represent an important leadership and educational resources. Many have indicated they stand ready to serve. Perhaps, like industry, we will have to learn how to make better use of our "by-products."

Roberta F. Virden of Riverside, Calif., assists Mrs. Sylvie Stievenart in the Stievenart kitchen at Athis, Belgium.



What of IFYE host families? With the early emphasis on the outgoing delegates and visiting exchangees, we have tended to take the host families for granted. What opportunities are there to help make the IFYE experience more meaningful for the family as well as more profitable for the exchangee? How can the family share its experience with the community, both during and after the exchangee's visit? What is the county extension worker's opportunity and responsibility in this connection?

Our concept of exchange programs thus far has been that they are basically for the purpose of learning about the other fellow. While this is an important objective, it is becoming increasingly clear that cross-cultural contact is equally an opportunity to learn to better understand ourselves. Just as the United States delegates get a new understanding of American life from the perspective of a distant land, so we at home can get a new view of ourselves by using the visiting exchangees as a mirror. We have only begun to take advantage of this opportunity, which is not achieved at the expense of better understanding of or by the exchangee, but rather

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Earmarks of Farm and Home Development

"Earmarks of Farm and Home Development" was prepared by a subcommittee on the Farm and Home Unit Approach task force of the Federal Extension Service. This statement was discussed and agreed to by all members of the task force as a way of indicating the concept of this method of

doing extension work and what it involves. It is in no sense to be the final word. The statement has stimulated a great deal of interest and it is hoped that this will provide a basis for further productive thinking and discussion.

The purpose of this statement is to help extension workers gain a more uniform concept of Farm and Home Development and what is involved in this method of doing extension work. It might be used as a yardstick for determining whether or not extension endeavors labeled Farm and Home Development measure up to the standards set forth.

Perhaps the difficulty in arriving at a common understanding of Farm and Home Development stems, in part, from these characteristics:

1. The term itself is relative, not absolute.
2. It is a matter of intent as well as things.
3. It involves the abstract as well as the concrete.
4. Both ideals and action are essential.
5. It is a combination of multiple elements, not a single-phase affair.
6. It is a continuing process.

In a general sense, any improvement in the farm or in the home might be called farm and home development. But as an extension method, and in its specific sense, *Farm and Home Development* has these unique characteristics:

I. Farm and Home Development is a family experience that:

A. *Involves:*

1. Family participation.
2. Extension assistance.
3. The farm and the home a complete unit.
4. Awareness of needs and problems.
5. Desire for improvement.
6. Willingness to take action.
7. Acceptance of responsibility.

B. *Requires:*

1. The family to formulate immediate and longtime goals that are a part of the written plan and that give recognition to priorities.
2. Careful study of all resources,* and present farm and home operating procedures to detect strengths and weaknesses.
3. Study, testing, and selection of alternative solutions to problems.

* The term resources, as used here, includes not only material things such as land, equipment, and capital; labor or skills; but such intangibles as present or potential knowledge, counsel, credit, technical assistance. It includes all sources of useful and available aid.

C. *Producer:*

1. A plan of action that brings
 - (a) desirable changes related to the family goals.
 - (b) improvement in the organization of the farm-home business.

2. Adoption of improved practices that:

(a) complement each other.

(b) are related to the total farm and home enterprise.

3. Improvement in soil productivity.

4. Skill in dealing with problems as they relate to the whole.

5. Increased family ability to recognize and solve problems.

D. *Results in:*

1. Attainment of family needs and wants, such as
 - (a) improved family living.
 - (b) higher net income.
 - (c) more leisure.
 - (d) economic security.
2. Changes in attitudes, appreciations, and values.
3. Greater acceptance of citizenship responsibilities.
4. Fuller appreciation of the demands of modern farm science.

II. Farm and Home Development is:

- A. Not merely intensification of extension assistance, although intensification is a usual consequence.
- B. Not simply decision making, although decision making is an important part of the process.
- C. Not merely farm planning, though planning of the farm and home enterprise is essential.
- D. Not simply a method of dealing with problems or practices singly, but in their relation to the total.
- E. Not just as a matter of gaining the family's confidence, though this is the starting point the same as with any extension endeavor.
- F. Not community development, except as development of the farm and the home contributes to the community.
- G. Not just an on-the-farm advisory service, though some individual service is usually required.

III. Viewed as a process, Farm and Home Development is characterized by:

- A. Family action, supported by extension help.
- B. Consideration of the farm and the home as a unit.
- C. Consideration of individual problems in relation to the whole.
- D. The family *consciously* going through the process of weighing:
 1. Needs and desires.
 2. Problems and obstacles.
 3. Alternative solutions.
 4. Resources.

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- E. The family determining priorities among needs and desires, and procedures for implementing the improved farming and homemaking system which forms the written plan.
- F. The family applying its plan as rapidly as feasible using improved practices in combination with each other where changes are needed.
- G. The family taking count of results to determine whether:
 1. Production is more efficient and profitable.

- 2. Family living is improved.
- 3. Other family goals are being attained.
- H. The family making adjustments in its system of farming and home-making as needed.

IV. The breadth of vision required in teaching Farm and Home Development as compared with other extension methods may be illustrated by the attitude of the third man in the following story. In answer to the question "What are you doing?," one bricklayer replied, "I'm laying bricks." Another stated that he was building

a wall. The third said, "I'm helping Sir Christopher Wren build a great Cathedral."

THE BRICKS OF ADOPTED PRACTICES, WITHOUT A PLAN, WILL NOT BUILD A CATHEDRAL

Members of Federal Extension Service Unit Approach Task Force: Chairman Otto C. Croy, E. W. Aiton, E. P. Callahan, J. B. Claar, Loretta Cowden, James E. Crosby, Jr., Beatrice Frangquist, Virgil Gilman, Mena Hogan, Eunice Heywood, Starley Hunter, Joseph Matthews, E. J. Niederfrank, J. R. Paulling, Bryan Phifer, Charles Sheffield, P. H. Stone, Helen Turner, and Lawrence Vaughan.

IFYE

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strengthens and deepens understanding among all concerned.

In the past, there has been a tendency to think of IFYE as an extra-curricular activity. More recently, however, new ways are being discovered to integrate the IFYE experience into various aspects of the extension program. An exchangee assists a home demonstration agent with her county international cookery project. A group of IFYE alumni provide a stimulating panel on the home life in their host countries for a State Family Conference. An exchangee raises questions challenging the thinking of a group of farmers discussing farm policy. A United States delegate brings home a list of names and addresses and stimulates pen pal correspondence among the 4-H Club members of his State. I believe we will discover and develop a great variety of such IFYE-related extension activities in the years ahead. As we do so, we will come to see IFYE less as an interesting novelty and more as a fundamental educational experience.

In several States integration of IFYE into the extension program is implemented by a State IFYE committee on which are representatives of the various divisions of Extension and the land-grant college. Bringing these people in direct touch with the project not only broadens interest and support, but insures the more effective use of the program.

In recent years, increased attention has been given to strengthening and further developing citizenship activities within the 4-H Club program. IFYE is a natural culmination of a series of interrelated learning or growing experiences contributing to citizenship. The further development of this broader program will no doubt open new yet unknown frontiers for IFYE.

National 4-H Statistics

- Enrollment: 1954—2,104,787
- ... 4-H Club work is still growing.
 - 1955—2,155,952
- ... More girls than boys are enrolled.
 - Boys— 961,455
 - Girls—1,194,497
- ... 79.7 percent completed their projects in 1955.
- ... The average age of club members remains about constant at 12.6.
- Most boys and girls join clubs when they are 10 years of age.
- ... Projects in which enrollment has increased rapidly are:

	1953	1955
Entomology	19,014	27,936
Tractor Maintenance	59,312	70,276
Electricity	80,320	96,629
Farm Shop	28,569	35,637
Child Care	37,027	48,290
Junior Leadership	91,876	103,181

... Most popular projects according to enrollments:

Clothing	707,855
Meal planning and preparation	635,569
Health, nursing, first aid	284,629
Vegetable growing	276,781
Home furnishings and room improvement	189,629
Home industries, arts, crafts	182,124
Canning and preserving	180,509
Swine	175,480
Poultry	167,925
Beautification of home grounds	150,605
Beef cattle	138,008
Dairy cattle	134,176
Corn	117,992
Home management	104,461
Junior leadership	103,181
Electricity	95,629
Freezing of foods	85,076
Tractor maintenance	70,276
Child care	48,290
Sheep	45,145
Entomology	27,936

... An average agent enrolled 604 members per year of time devoted to 4-H Club work. This has been a fairly constant figure.

... Great help has been given by local 4-H Club leaders, the number steadily increasing.

1953—309,592
1955—357,652

... Of the 357,652 local leaders—

Men	103,467
Women	166,513
Older club boys	34,312
Older club girls	53,360

We all share in . . .

FARM and HOME DECISIONS



The Proffit family of Evanston, Wyo., enjoy doing things together. The 3 teen-agers have been 4-H Club members since they were 10; Mr. and Mrs. Proffit are 4-H Club leaders.

MRS. HIGHT PROFFIT, Evanston, Wyo.
Local 4-H Club Leader and President,
Uinta County Home Demonstration Council

DOES 4-H have a part in the farm, ranch, and home development program? In our case, at least, the answer is decidedly affirmative.

In our family are three teen-agers, boys 16 and 15, and a daughter, 14, all of whom have been since they were old enough, and still are, active 4-H'ers. Their projects have included clothing, foods, livestock and home improvement. Both my husband and I have been 4-H leaders, and we ourselves have gained much through our association with 4-H.

As I understand it, the purpose of the farm, ranch and home development plan, is to see as a unit all agricultural endeavors and all the family affairs.

As we became interested and involved through the efforts of our county agent and home demonstration agent in farm and home development, our longtime plans showed us clearly what our immediate work should be, that all effort and money should be put to work to increase ranch income. This involved improving certain parts of the ranch, obtaining some additional equipment, culling livestock, and similar endeavors.

Here is how 4-H helped in our immediate and longtime plan. 4-H training and records came to the rescue many times. We had been a little lax in the keeping of some records not directly necessary for our income tax return, but all the information we lacked we found in the records of our conscientious 4-H record-keepers—a small matter, perhaps, but wonderful training for the future, training which we, as parents, failed to get in our youth.

Before we entered into this plan we had already decided that, as a family, our two-bedroom home was not adequate for good family living. We knew that we must build an addition to our home, and this would involve installing a heating system and a partial basement to cost about \$3000. Although we knew that we should not incur additional debt at this time, we also realized that our children would not be at home with us for too many more years. After many discussions in which the entire family participated, we decided to go ahead with the building, doing as much of the work ourselves as we possibly could.

Here again, 4-H came into the picture. All three of the older children took home improvement projects. These involved floor and woodwork finishing, helping to finish and paint the walls which were made of sheet-rock, planning for clothing storage and a study center, which in turn involved a study of the principles of good lighting and color harmony.

To get the kind of a lamp the boys wanted for their study center, one made of horseshoes welded together and meeting the specifications of a certified lamp, one boy worked for a neighbor for 2 days in return for the necessary welding and wiring required to finish the lamp. As a reward for his well-kept records, the other boy won the county home improvement record award. The prize was a beautiful certified study lamp which is a wonderful addition to our living room.

The clothing storage problems were of great interest to all the family. How to make the storage

convenient and serve the individual needs was a problem we enjoyed working on. The boys built a long wardrobe across one end of their bedroom, making a definite place for things. Sliding doors were accomplished by the boys with hinged doors above the hanging space and drawers for extra bedding and their band instruments. The girls' clothing storage closet included a rack, which the boys made, just right for skirts.

It is difficult to explain the value derived from the clothing and food projects. The knowledge from these will be invaluable as long as both my daughters and I shall live. We are learning not only how to sew and cook, but how to buy, how to use our hands, and take pride in a thing well done. Doesn't this contribute to better family living?

As for the livestock projects, since it is by means of livestock that we make our living, these are perhaps most important to the wage earners of our family. The knowledge the boys have gained through their study and judging practices has been so helpful in culling and deciding which animals to sell and which to keep, both for their future projects and for the family animals as well.

When the 4-H sheep records kept by the boys the past 7 years were analyzed, they showed that maximum returns have not been received because wool production per head was too low and the selling weight per lamb was also low. This information helped us to make our decisions con-

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Indiana Septic Tank Makers Help to Safeguard Rural Residents' Health

EVERY extension worker knows that new projects begin with a need.

This was true of our septic tank program.

Indiana people have been following the national trend by leaving congested city areas and moving to the country. One of the problems that followed was the installation of satisfactory septic tanks.

To insure a safe, sanitary environment, private sewerage systems have to be properly installed. The size and construction of the tank, the location and its installation all have a bearing on the efficiency of the system. Many people were uninformed on these matters.

When extension workers found how general these problems were, meetings were held over the State to educate people about private sewerage systems. In many counties, demonstrations were given on how to properly install a septic tank and secondary systems. In some demonstrations, a septic tank was built; at others a precast septic tank was installed.

We learned that there was little uniformity among the precast tanks being built. Some manufacturers were making tanks of inadequate size or poor quality. To help them improve their product, representatives of the Indiana State Board of Health, Purdue University Agricultural Extension Service, and the Portland Cement Association met to discuss the matter.

First we needed to know the names of the septic tank manufacturers in Indiana. A questionnaire to all county extension agents resulted in a list of 150 names. Our next step was a conference to which the manufacturers were invited. Quality control was the theme of the meeting. Held at Purdue University, it attracted 81 interested manufacturers.

With names of persons suggested by the manufacturers, a planning committee of 9 was set up and a subcommittee appointed to draw up a tentative constitution and bylaws for an association.

At the second annual conference, held at the State Board of Health offices in Indianapolis, the manufacturers voted to form the Indiana Precast Septic Tank Manufacturers Association, Inc. Their objectives show that these men are in earnest about making practical septic tanks that will be safe and useful. The formation of this organization indicates that a good start has been made toward the solution of one very important health problem in Indiana.

The third annual conference was held March 26 and 27, 1956 at Purdue, with approximately 100 attending. The association got off to a good start with 30 charter members.—*George Nuffer, Extension Health Specialist, Indiana; and Homer Neisz, Farm Field Engineer, Portland Cement Association.*

Remember the TRAFFIC SAFETY CONTEST for County Home Demonstration Councils. All entries due July 15, 1956 to Mrs. Homer Greene, National Health and Safety Chairman, National Home Demonstration Council, c/o Automotive Safety Foundation, 200 Ring Building, Washington 6, D. C.

AROUND THE WORLD

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These people are in a much better position to organize and start extension work in their home countries.

Records are not available as to the total number of countries which have organized extension work or are conducting programs in agricultural and home economics education along extension lines. However, the number is large and includes many countries from every continent. The 1956 issue of "Trainee Trails," a newsletter we send to former participants in extension programs, gives a brief listing of what is being accomplished in 28 countries in youth work.

Most of these youth clubs are patterned after our 4-H Clubs. Many countries, in addition to those 28, also have youth clubs of this type, but reports on their activities are not available to us at this time. The International Cooperation Administration is now taking steps to conduct studies on what is being accomplished in various countries by former participants after their return to their home country.

While we do not have complete records as to what is being accomplished in other countries in the field of agriculture and home economics Extension, we do have records which tell of the noteworthy accomplishments of many individuals who have studied and observed extension methods of teaching in the United States.

During the fiscal year 1955 the Foreign Student Branch planned and supervised programs in Extension for 673 foreign nationals from 73 countries. A report of the Foreign Agricultural Service for fiscal year 1955 shows a total of 1,897 foreign nationals taking part in all agricultural programs. Since 1944, 3,787 men and 626 women from 97 countries have participated in extension training programs handled by the Foreign Student Branch.

We know that hundreds of readers of the Review—county agricultural agents, home demonstration agents, State leaders and specialists, and others—have contributed much to this foreign training program. We think you would like to know, and deserve to know, what the fruits of your efforts are along this line.

West Virginia 4-H'ers Active in PROGRAM PROJECTION

BONNIE A. PECK, Summers County 4-H Club Agent, West Virginia



FORTUNATELY for us, Summers County of West Virginia was chosen as one of the initial counties to participate in Program Projection. This is a concerted, all-out effort to reexamine and redevelop our county extension program.

So many changes have come about in the last 25 years that it's difficult to adjust a program to them. We have found it a fascinating study to try and look at our county objectively, to evaluate our program, and visualize a more dynamic one for the years ahead.

With the completion of the Blue-stone Dam, 200 or more farm families had to be relocated. Small industries have located near many rural communities. Part-time farming is becoming more general; drive-in theaters and television are providing evening entertainment. All these changes are influencing our extension program.

Out of our experience in the last few years of attempting to assay the value of our 4-H school clubs as compared to the potential values of community 4-H Clubs, we have learned a good deal about our school population. In comparing our census figures, we found that in 1930 we had 10,415 rural farm people, and in 1950 there were only 8,721 people. The number of young people decreased proportionately.

Just as any good educational program is revamped from year to year to reflect the latest findings, so a vital 4-H Club program must be scrutinized frequently and its usefulness tested as objectively as possible. After making the pilot study of 4-H Club organization in Summers County, we have now organized 60 percent of our clubs on a community basis rather than in the schools.

We have found that this type of organization makes it possible to have more interesting 4-H Club work and provides more opportunities to

give the young people training for community responsibilities. They work not only in their own 4-H Club but also serve on committees and assist with special community projects. This gives them more appreciation for and pride in their home communities.

However, this does not mean that the school type of organization is being abandoned. In some areas, the supervision of community-type clubs is difficult and too time consuming. Where the school is a natural community focal point, that is the center of interest for 4-H.

In our Program Projection committee we learned that many of our school clubs were limited for time and were competing to their detriment with other school activities. We found also that many out of school youth will belong to community clubs if given the opportunity. When we discovered that 1,000 youth in the county are not being reached by any group, we realized we had a great challenge before us. *How can we reach them?* We believe that the development of the program is the key to this accomplishment. Young people will join and remain with the organization if the program offers what they want and need. Having a part in the planning and decision-making is especially essential for older boys and girls and their leaders.

Reorganization Procedures

Our county staff was glad we didn't have to make all the decisions. We realize that our effectiveness depends upon our skill in working with our colleagues in Extension, other educators, and all community leaders.

We went to work to study our county situation, trends, problems, existing organizations that could strengthen the program, and any other information that would con-

tribute to making a sound program and plan of work.

When we completed a summary statement it was presented to various groups: County Extension Advisory Committee, farm organizations, 4-H Leaders' Association, Older 4-H Club Group, 4-H All Stars, 4-H Clubs, farm women, town and urban organized communities, communities not being reached by Extension, feed, seed, fertilizer, machinery dealers, and others.

Following this, a county committee and subcommittees representing all interested rural and urban groups was set up. The County 4-H Leaders' Association, County Older 4-H Club Members Group, and the County 4-H All Stars had representatives on the county committee.

The subcommittees discussed consolidated schools, good roads, the shift in population, television and the effect on club programs, and many other trends and influences. They talked about organization on a community basis and related problems, such as night meetings and a meeting place.

Short-time and long-time objectives were adopted as follows:

1. Make 4-H Club work available to every boy and girl in the county.
2. Reenroll as many as possible each year.
3. Organize clubs on a community basis where feasible.
4. Make club programs so worthwhile and interesting that boys and girls won't want to drop out.
5. Increase county camp attendance to 300.
6. Place more emphasis on demonstrations and judging.
7. Encourage planting and marketing small fruits, such as strawberries and raspberries.

Are you planning . . .

that Community Building for Tomorrow?



“BUT where will we meet if we organize? Our people need a place to get together.”

As our rural communities begin to stir and organize themselves for action, a place to meet is a first major problem. In many rural communities, the churches are either inadequate or are not considered a suitable place in which to hold community meetings. The small community school building has long since disappeared as consolidation took place several years ago.

There just is not a place where people can meet to talk over their needs and map plans of action.

In November 1953, Selz C. Mayo, research sociologist of the North Carolina Agricultural Experiment Station, had the opportunity to visit and study 25 rural communities in 13 western North Carolina counties. A few of these communities have had community buildings for a number of years; other communities have just completed buildings, while still others are in various stages of development; most of the remaining communities are making plans to construct a building to “house their community spirit.”

Multi-Use Building

These community buildings have an important place in and of themselves in terms of getting the people together to eat, to work, and to play. At the same time, community buildings are avenues of community education in its broadest and best sense.

These community buildings are real monuments to the skill, ingenuity, and native ability of rural people who have the desire to build for themselves and their children a better community in which to live.

One's enthusiasm, however, is tempered somewhat by several outstand-

ing shortcomings in the planning of all too many of these community buildings.

(1) Some of the buildings either have been or will be built under the pressure of enthusiasm and a very short-run view of potential community resources. That is, the main auditorium is simply too small for the community.

(2) After the main building is up, the people recognize that they want and need a kitchen and eating facilities. But these were not planned for in the beginning. Consequently, the kitchen will have to go in a corner and take up room in the main structure that is already too small. Or, improvised basement facilities will be used; or a nonintegrated addition will be made to the building.

(3) Now, the community has the money or can see its way clear to install a heating system to replace the temporary units. But, the original plans did not visualize such a heating unit and it is going to be expensive.

(4) Then meetings come up when the folks wished that they had provided for a separate room for children, and for other small simultaneous group meetings. Just one big room and a kitchen are not enough for a community building under modern conditions.

(5) The community sees that it needs adequate parking space, outdoor fireplaces, a ball field, other recreational facilities, and good rest-rooms. But they say, “We do not have the land. Mr. Doe gave one-fourth acre of land to the community and that was enough for the building. The lands adjoining the community property simply are not for sale.”

(6) Finally, make your community house attractive. It should be a pride and joy of the community. To any

rural community contemplating building a community house, I would offer the following rule based on these and other observations: “Think big even though you build in terms of immediately available resources of time and money. Plan at least in terms of a generation hence, even though you build for the present.”

“Go ahead on a continuing program; don't stop just because you have completed the building project,” suggests Dr. E. J. Niederfrank, extension rural sociologist, Federal Extension Service.

Maine Women Are Big Sisters to New Clubs

Mrs. George Humphrey, a young homemaker in Cumberland County, Maine, felt the need of the help which the Extension Service offers and invited a few of her friends to her home for a meeting. Mrs. Mary Hixon, county home demonstration agent at that time, and several members of the Gray Group, the established extension club, attended to explain the purpose of extension work and describe the current homemaking program.

Because the young homemakers could not meet at the same time as the Gray Group, a new organization was started. Members of the older club offered the assistance of their trained leaders and even contributed a sum of money to start the treasury of the new group. From an original membership of 11, the club now has 20 members.—Mrs. Mary L. Donnini, Cumberland County Home Demonstration Agent, Maine.

They learn to . . .

Produce and Market

J. M. ELEAZER, Information Specialist
South Carolina Extension Service

NOW in its eleventh year the South Carolina 4-H Sweetpotato Production and Marketing Program has been called the complete demonstration.

Interested boys who have the facilities join a club. To compete for

prizes each potato club organized on a community or county basis must have at least six members.

The county agent then assists in the location of suitable seed stock to be bedded out, in the selection of the land and its preparation, fertili-

zation, spacing, cultivation, harvesting, storing, and curing. In all of this he is assisted by the truck crop specialist.

Just before harvest, the yields are field checked by digging specified parts of rows and making calculations. This first check is usually done by several impartial assistant county agents who are trained by marketing specialists for that job. Then the high yields are rechecked by members of the extension marketing staff.

Thus, all that science knows has been put into the making, storing, and curing of the crop. And in every detail the boy must have a part. But the project does not stop there. The important job of marketing lies ahead.

To stimulate the study of marketing, a team of 6 boys with the highest yields of marketable potatoes plus the high boy from each of the next 5 counties have been the winners of a trip, with their potatoes, to the New York market. But beginning this year the 11 high boys in the contest, regardless of county team averages, get this coveted trip. They spend a day in Washington and several days on a terminal northern market, usually New York.

This is an enlightening experience for a young farmer, and a pleasant one for the boys' escorts, too. I went with them last year. At midnight, as a blizzard raged, we saw the railroad car opened, watched the inspectors take the temperature of the potatoes

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The winning team of sweetpotato growers enjoys a trip to New York to see their yams put on the market.



The South Carolina champions in 4-H sweetpotato production and marketing load the truck with their fancy yams, and follow their potatoes to market.

Nurserymen and Extension Start . . .

"Plant Connecticut" Week

OWEN S. TRASK, Extension Horticulturist, Connecticut



A GAIN this year a public building in Connecticut will receive a free "facelifting" through the cooperative efforts of the Connecticut Nurserymen's Association and the Agricultural Extension Service in a program designed to promote more interest in both home and community beautification. These two agencies have worked with rural people for 5 years demonstrating how communities and homes may be improved through landscaping.

This project was an outgrowth of the "Plant America" program sponsored by the American Association of Nurserymen. Believing that this program could have valuable effects in Connecticut, the State nurserymen's group asked the Extension Service to assist in planning and organizing a project whereby over a period of 8 years, public buildings in a rural town in each county would be landscaped.

The nurserymen suggested that a town in Hartford County be selected for the first demonstration. Granby was named after representatives of the various local organizations agreed to assist in the program. A meeting was called at which time townspeople were invited to meet and learn details of the program and suggest buildings to be landscaped.

Realizing this "chance of a lifetime," they named 20 public buildings including a new school, churches, parsonages, firehouses, libraries, Grange hall, American Legion hall, and town hall.

This turned out to be a much larger project than had been anticipated, but the Nurserymen's Association decided to go ahead with the entire job. Professor H. O. Perkins of the landscape design department, University of Connecticut, accepted the assignment for drawing designs for landscaping the various buildings. Five county nurseries were named by the State association to cooperate.

Each agreed to furnish materials at cost, which were paid for by the State association, and to provide a foreman to take charge of planting.

The nurserymen were well satisfied with the results of the first year's program. However, it was decided to restrict planting in subsequent years to one public building in the town selected.

In 1952, Fairfield County was selected by lot to be the recipient in the second cooperative landscaping demonstration. The town was selected through a letterwriting contest in which local people participated. The subject of the letter was "Why I believe (public building) should be landscaped." A committee selected the winning letter and the town and building mentioned by the author received the landscaping award.

The public school in Durham was selected in 1953 for landscaping through the letterwriting contest. The board of education and the garden club already had a landscape design for the building. This was used by the nurserymen. Both of these organizations took the initiative in getting much of the preparation done in advance by local people. Three county nurseries brought in 130 pieces of plant material, representing 22 different kinds of trees and shrubs. Local people, including firemen and members of the American Legion, 4-H Clubs, board of education, and the garden club assisted in the planting. The volunteer fire department furnished one of its trucks to water the newly set plants. Two weeks later an outdoor assembly program to dedicate the planting was held with all school children participating.

The fourth year found New Haven County being named in this program. Rural people throughout the county named the new agricultural center as the recipient for the landscaping

award. Professor Perkins prepared the design and four county nurserymen donated trees, shrubs, and ground cover plants. Approximately half of the lawn also had to be regraded and seeded. Planting was done on October 9 preceding the fourth annual "Plant Connecticut Week" which the Governor named.

In Litchfield County the town of Plymouth and its green was finally selected to receive the planting award. Up until 2 years ago, stately elms grew around the green, but the dreaded Dutch elm disease took its toll. Now all the trees have been cut, stumps removed, and the green was practically bare.

A survey was made, plans prepared, and local committees appointed to help with preparation and planting work. After "planting day" October 8, maple and dogwood trees and honeysuckle shrubs changed the appearance of the center of this old New England town.

Governor Abraham Ribicoff had issued a proclamation designating the period of October 8 to 15 as "Plant Connecticut Week." During this period each year, homeowners were urged to clean up around their home place and make plantings wherever practicable to improve the looks of their grounds. Nurserymen throughout the State offered plants and shrubs at reduced prices as an incentive to people to buy suitable ones for their home surroundings.

Before and after pictures taken of each planting project were exhibited at annual meetings of the Nurserymen's Association to show what was done. Each year women's groups in the community cooperated by providing lunch for all the workers.

This program has been an outstanding example of how cooperation between the Agricultural Extension Service, another agency, and local people can work together in demonstrating good practices.

We all have
our fingers
in the

4-H PIE

JEANNETTE PALMER
Cooper County Home Demonstration
Agent, Missouri



4-H clothing leaders at a training meeting.

IN Missouri, 4-H Club work is a family affair. Our ideal 4-H member is one whose mother or dad or both are 4-H cooperators. They work together and play together as a family, learning and developing along with the 4-H program. We also want the 4-H program in Cooper County to belong to each member of our Extension staff family. None of us would want to give up having a finger in the 4-H pie. We like the family approach.

True, what is considered everybody's job can turn out to be nobody's job. It takes much planning on our part to coordinate our activities and see that every 4-H job is done and done well. This is how we do it.

The people in Cooper County, as in other counties in Missouri, meet in community groups to discuss the problems in their community and to figure out what can be done to overcome some of the difficulties that confront individual families and the community as a whole. The suggestions from these community meetings are pulled together into our Cooper County rural program.

Before planning our youth work for the coming year all of us agents review this section of our county rural program. We want to know the thinking of our leaders. We note the changes that have been made during the past year. With the help of our rural leaders we select the problems which we feel need our immediate attention.

But, of course, our rural leaders can't do all the planning for our county staff members. From the suggestions we have obtained on youth work we develop a plan of work for the year. Our plan of work includes such 4-H activities as organizing new clubs, selecting projects, training leaders, and planning programs. Also, our joint plan of work includes 4-H Sunday, Share the Fun, County Recognition Day, 4-H Camp, and other youth activities.

With the help of our office secretary, also a member of our Extension family, we build our yearly Cooper County calendar. This is done by months and is a working guide for all of us. One glance at a monthly page makes each of us aware of the entire Extension program. This helps us to allow time to emphasize the all-important youth program.

Often an activity is assigned to a particular agent. However, all agents share in the organization of new 4-H Clubs and the selection of projects. Sometimes it is John Ed, our county agent, who is better acquainted in a particular neighborhood. If so, he takes the lead in organizing a new club. It is through him that we get acquainted with potential leaders, parents, boys and girls.

Other times a new 4-H Club is organized because of the interest of a home economics extension club. In this case, I am usually the one who helps to get the 4-H Club started.

There are parts of our territory where we aren't as well acquainted.

It is then that Bob, our assistant agent, takes the time to go out and meet families we haven't been able to reach before. We look to Bob for coordination of all our efforts. He keeps all the communities in mind and makes sure that he, or one of us, makes the necessary contacts.

At organization and program planning time, our work load almost bogs down. Boys and girls want action now, they're not willing to wait. All of us have to keep busy in order to reach our 4-H community clubs. To help them get started on an active program there must be farm and home visits, conferences, leader training meetings, and other contacts in quick succession.

Again at office conferences we determine how, when and who will do each phase of the work. Occasionally, John Ed, Bob and I are all out the same night in different communities. Sometimes when extra help is needed two of us work as a team. Yes, Bob takes the lead on 4-H. But our county agent and I would be loath to give up our assignments with the 4-H program. We think it's important that we know our boys and girls, their communities and their homes.

Sometimes we almost run out of days. It was because we were short of time that we began having county project training days. We have the leaders from several projects in agriculture and home economics come in the same day. It's a three-ring circus with all of us helping. We like this

(Continued on next page)

plan. Transportation problems are fewer when several come from one community and there is more pleasure in sharing the day with others. Also, making it a big event helps us to do a better job of publicizing this 4-H Club activity.

A typical training day goes something like this. In the morning I present the clothing project and John Ed discusses Crops and Vegetables. The groups meet in the same building but in different rooms, of course. Bob is the coordinator. In the afternoon the county agent and I both work with the group on home grounds. I take the first half of the lesson and John Ed answers questions on planting and fertilizing and explains record keeping. This gives me an opportunity to prepare for food preparation leaders. John Ed and Bob work together in training leaders on electricity and livestock.

Sure, we're tired at the end of the day, sometimes so tired that we wonder if we have accomplished anything. But there are many advantages. Sharing responsibility generates enthusiasm. Our leaders have had a chance to get acquainted with all of us and we learn to know them better. We give them an opportunity to take part in the training and how this does build the confidence of our leaders. It gives their job as leader greater prestige.

I might as well admit, too, that we learn from each other. It helps me to keep from getting so interested in home economics projects that I forget the importance of our agricultural work. John Ed and Bob say they have increased appreciation for home economics projects.

When it's time for an event like 4-H Sunday Bob takes the lead, but it's the responsibility of all of us to make the day a success. Bob usually works with the leaders and the 4-H member committees in carrying out details of the event. John Ed and I take on specific phases of the planning after it has been assigned to us at our office conference. It is wonderful how it all dovetails together to make a successful day when each carries his share of the load.

Some folks may think it is a waste of our time to go to 4-H Camp each

year. We say it is the best four days in the year and a wonderful way to know our youth and our leaders. To have a well-planned, efficient camp is quite a challenge, and we think that the participation of our entire staff makes the camp a richer experience for all.

There are many other responsibilities we share as an Extension staff family. To mention a few of them: It's up to all of us to be alert and ready to discover a good news story or a good picture. We must be on the lookout for a family or an individual who needs special help and encouragement.

We couldn't get along without our office conference each week to keep us informed and active. Maybe it sounds like boasting, but we are proud of the fact that any one of us could take over and carry on our youth program if it became necessary. We may have our ups-and-downs—what family doesn't—yet the public knows that regardless of time, pressure, and crowded programs their county extension agents intend to keep the youth program a staff job.

Yes, in our extension office, 4-H Club work is a family affair, shared by each member of our staff. Our extension family faces together our county needs, the problems of our young people, leaders and parents. We pool our resources and tackle the jobs needing the greatest attention.

We think it's our most challenging job. It takes all the talent and knowledge the three of us can muster. We believe that each one of us has developed in personality and capability because we've shared.

And then we have the satisfaction of knowing that we are making a real contribution by training future leaders.

Produce and Market

(Continued from page 115)

and saw them being loaded, along with other produce, onto a battery of trucks belonging to a large grocery chain, the sponsors of this awards program and the buyers of the potatoes.

Early the next morning we went to a great supermarket in Manhattan where a beautiful display of these

4-H sweetpotatoes had been set up. The manager said it was the finest batch he had ever handled. And folks were buying them! That's what counts. In another bin the boys saw bruised and battered sweetpotatoes, such as are all too common in the markets.

Records show that the sweetpotato as a crop has dwindled along through the years. This complete 4-H sweetpotato demonstration was designed to overcome this.

Farm and Home Decisions

(Continued from page 111)

cerning our main livestock enterprise, and we have started on our livestock improvement program by culling and selecting to increase wool and lamb production.

Perhaps even more important is the attitudes the boys are forming, and the development of an interest in a progressive agricultural future.

The farm, ranch and home development plan is helping us realize the agricultural improvements that we should be making on our ranch unit. Livestock being our major enterprise, we must provide feed both for summer grazing and winter feeding, as our winters are long.

The production of hay per acre on our ranch is only average, and one of the factors in making the ranch unit more profitable and economical is to increase production per acre and to develop additional hay lands. This can be accomplished by sound application of commercial fertilizer and the development of 40 acres of willow land into productive hay land.

Planning our program as a family unit and putting into practice many of the suggestions that we have gotten can, and will, make for a more successful ranch unit.

It seems to me that it is difficult to separate all the different factors which contribute to a satisfactory family life. I do know that young people are happiest when they are busy. How wonderful it is to have them occupied with worthwhile, absorbing projects which help them grow, mentally and socially, and, at the same time, bind the family closer together with a unity of purpose.

*We can take a tip
in this business of*

TRAINING LOCAL LEADERS

ALLEN L. BAKER, State Club Leader,
Pennsylvania, and Chairman, Extension
Subcommittee on 4-H Club Work

FOR years we have been telling our folks in Pennsylvania that the success of any 4-H Club is in direct proportion to the quality of its local leadership. Give us a good leader and we will have a good club. The reverse is equally true.

By the same token, we have felt that the success of any given leader depends upon his willingness to do the job and on his understanding of his responsibilities. This understanding calls for information, training, and actual experience.

In our own State, I'm afraid we have stretched quite a bit the word training as it applies to our leaders. We have held a good many leaders' meetings. We have provided them with tools for the job. We have given them information about the program and their duties. To me, training implies supervised practice in performance of assignments and we have just not had the time or personnel to go that far.

Experience in a recent community financial campaign has been an interesting experience for me. I became the local leader who had to be given training for the task in hand. The shoe was on the other foot.

Our community group recognizes the demands of an increasing juvenile population and the need for an additional building program. Some 60 men were tabbed for the canvassing job. To facilitate the task, a firm of specialists in raising money

was engaged. They are professionals in that business. Their systematic procedures and smooth efficiency were interesting to observe. These suggested some parallels in Extension work.

First of all, we were provided with the necessary background information, including appropriate literature. It made me wonder how much our 4-H leaders know about our college, or university, and its extension program. Next, the campaign objectives were thoroughly reviewed. Do we help our extension leaders become familiar with our complete 4-H program?

The third step was to provide us with an outline of the training program, which could be compared to our Leaders' Guide. This delineated the parts to be played by the campaign director, the canvasser group leaders, and finally the canvassers themselves. They could be compared to our State Club leader, the county extension workers, and the local leaders. They even put on a demonstration of how to approach constituents to obtain pledges. This might be likened to getting members enrolled.

The sequence chart or the program of work called for an initial conference between the campaign director and the local administra-

Allen L. Baker uses the wishing well as a teaching device in a 4-H leader training meeting at Gettysburg, Pa. He believes that local leaders should have supervised practice in performance of assignments, if time permits.



tors. There were two committee meetings for orienting and informing the canvassers. In the third meeting, the demonstration (socio-drama) was used to show how to get people to sign up. Each canvasser was given a kit to hold his subscription blanks. Printed on the kit, where they can be seen every time it is opened are 11 rules to follow in conducting the campaign. We have our 10 4-H Guideposts.

Each canvasser received mimeographed instructions, similar to our Guide for Local Leaders, which outlines the procedure as follows:

- a. Lectures.
- b. Discussions among leaders and an opportunity to ask questions.
- c. Role playing, an enactment of canvassing situations, (the socio-drama).
- d. Printed materials needed.
- e. Techniques to be used, supplemented by an opportunity to watch the instructor do it.
- f. Practice. It said, "Learn by Doing." I know that is a familiar phrase to all Extension people.

And finally there were plans for a Victory Dinner, such as our Achievement Banquet. It all sounded so natural, so familiar, but it was a good experience to have the shoe on the other foot. I learned some valuable lessons.

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OFFICIAL BUSINESS

How Much Do They Learn?

ADENA JOY, Extension Specialist in Human Relations, California

“**H**OW much do we really get across?” Extension workers everywhere ask this question.

An honest answer would be, more than likely, that our teaching method is better than our learning results. We are not doing a job if our message is not really being understood or accepted.

Such is the conclusion of farm and home advisers in southern California who have been examining their effectiveness in work with groups. Communication is a two-way street, they have learned. Realizing that much of their own teaching has been the one-way street of lectures and demonstrations, they are now inquiring into recently developed insights into the learning process.

Series of meetings on How To Work in Groups are being held for the entire staff of several counties. Since most extension workers have had little opportunity to know the findings in group dynamics, the first step has been to introduce them to this general body of information.

The expert brought in for the crucial introductory meeting has been Dr. Warren H. Schmidt, head of conferences at the University of California at Los Angeles, and author of the book, *Techniques That Produce Teamwork*. Next steps, after an all-day meeting conducted by Dr. Schmidt and planned by State specialists, were left entirely to the county staff members. In each case, after the introductory meeting, the various staffs decided to continue with several more training meetings.

How to get ideas out of people has been the most frequently stated problem. In answer to this, many ways

for increasing participation have been described and demonstrated, such as use of buzz groups, listening teams, role playing, observers, and evaluation committees.

Preplanning has also been emphasized because it seemed particularly applicable to the extension situation. “How can our activities be an education rather than a service?” was a typical question. Careful preplanning can make possible a genuine educational experience. This should answer such queries as:

What are the hoped-for outcomes?

What are the needs and goals of the people who will come?

What are the real purposes of the meeting?

What preparation of the learners is needed?

How much do they already know?
How ready are they to learn more?

Will the meeting answer these questions in the minds of the people—

What's the purpose of this?

What do I get out of it?

What is the plan of procedure?

What is expected of me?

How can I use this?

What is my next step?

Through demonstrations and role playing the farm and home advisers are attempting to apply some of the latest insights about group behavior to their own type of program. Several of the findings from recent research which they have found helpful are:

Shared leadership. The jobs needed for good leadership can be distributed among many people. Leadership is a function not a person.



Task-relationship activities of groups. Every group operates on two levels, that of the job to be done, and the feelings and attitudes among persons. The levels operate simultaneously, and adequate leadership requires awareness of both.

Two-way nature of communication. However clearly one person may express his ideas, many factors influence the nature of their reception by others. Only if the second person can “feed back” his reactions can the teacher know how much has been learned.

Careful planning required for democratic meetings. Getting people to participate, make decisions, carry responsibility, does not just happen. Careful planning before the meeting is necessary in order that leadership may be democratically shared during the meeting.

Extension workers in California have received these new ideas on working with people with keen understanding and enthusiasm. Recognizing that they tend to concentrate exclusively on subject matter they welcome an opportunity to acquire new methods of presentation.

This training program on How To Work in Groups has been started on a small scale in California but promises to spread rapidly. The State staff will be involved in the program, and as soon as the county staff feel ready, they will offer assistance to rural groups throughout the State.