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U. S. DEPARTMENT OF AGRICULTURE

EXTENSION SERVICE *Review*

Products at Their Doorsteps, page 147

AUGUST 1960

31/8



Potato Bread

Pork-Potato
CASSEROLE

Caked Stuffed
L.I. POTATO

POTATO STUFFED
FRANKFURTERS

POTATO



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

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EAR TO THE GROUND

Things change so rapidly these days that we shouldn't be startled by new developments. But it's still somewhat of a surprise when old, familiar sights are replaced by symbols of modern progress.

I had some surprises last month on a vacation trip to my home county in northern New York State. I make this trip about once a year but each time I am amazed at the changes taking place along the way.

Crops of houses are springing up where I expected to see corn growing or cattle grazing. A superhighway under construction is bisecting farms and, in one case, a village. Homes are being torn down or moved to make way for this highway. And overhead bridges will carry traffic high above residential streets.

Changes like these are not confined to the Northeast. These and many others are taking place in every section of the country. Change usually brings progress but it brings problems for many people, too.

This came to mind this week when we were discussing plans for future issues of the REVIEW. In September we are starting a series of four special issues on program development. We hope they will help you in working

with local people to solve the problems which accompany change.

Know Your Audience—Know Their Needs will be the theme of the September issue. It will deal with methods for determining audience characteristics, attitudes, needs, values, and problems.

The October issue will deal with planning an extension program to meet people's needs. It will discuss the "why" of program planning and will feature several examples of involving lay people that really represent the county population and interests.

After the program is planned, you have to put it into action. And that's what the November issue is about—launching and carrying out the program.

The final step in good programming is evaluation, to be featured in the December issue. We have to take a look at what kind of job we've done—which methods worked, which didn't, and why.

Throughout these four issues, I think you'll find many good ideas that your fellow workers are using to develop effective extension programs. —EHR

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Mrs. W. Fred Schurig, home demonstration department chairman, helps Associate County Agricultural Agent L. A. Devenpeck with Consumer Day presentation.

Products at Their Doorsteps

by K. G. REGENT, Suffolk County Office Manager, New York

A high-producing agriculture and a rapidly growing suburban population. When a county has both, it can be an ideal situation for producers and consumers to get together.

Suffolk is the top agricultural county of New York State. It is one of the three leading potato-producing counties in the Nation and is world-famous for its Long Island ducks.

Suffolk County also has one of the fastest growing populations on the eastern seaboard. Its 1500 farmers are almost submerged by the steady flow of suburbanites. Suffolk had 290,000 residents in 1950; there are more than 600,000 now.

Problem of Awareness

The fact that it is a top agricultural county and a top county in population growth poses a problem for the Extension Service.

Many of the ex-urbanites in the western part of the county are unfamiliar with Suffolk's outstanding position as a producer of foodstuffs.

About 2 years ago the extension staff, in conference with its county board of directors, agreed that this offered a challenge. The problem was—acquainting these new homeowners and consumers with the fact that practically on their doorsteps is an abundant supply of potatoes, cauliflower, poultry, and other agricultural products.

There are enough "per capita" within this county to consume a large percentage of our agricultural production if the marketing practices of this group could be directed toward this end. This would benefit both producer and consumer groups.

The Board of Directors set up a consumer information committee, composed of county staff members with Home Demonstration Agent Helen G. Easter, chairman. This committee sought practical means to acquaint these new residents with Suffolk County's food production.

The committee wrote a weekly news column to local newspapers—For Better Eating. It emphasized, on

a timely basis, availability of high quality local produce, the ways that it could best be used, and the economies of buying in season.

In addition, scores of turkey carving and preparation demonstrations were presented.

Public Show

Later the committee developed an idea that might have had its roots in old county fair days or expositions. A public display for these nonfarming neighbors could highlight several of Suffolk's leading agricultural products.

For this first attempt, Long Island potatoes, turkeys, and nursery stock were emphasized. We sought cooperation from other agricultural agencies. Also we gained publicity through local radios, newspapers, the Suffolk County Farm News, the county home demonstration department's newsletter, and other media.

We located a large auditorium in the village of Bay Shore, which is almost in the heart of the fastest growing area. The event was scheduled for October 14, christened Consumer Day, and had the theme—The Consumer Looks at L. I. Produce. We hoped that this first attempt would attract 200 to 300 people.

Outside Cooperation

The ladies' auxiliary of the Long Island Farmers Institute, which had been publicizing potatoes, offered their services. The Long Island Poultrymen's Association cooperated; the Long Island Agriculture & Marketing Association (shipper-dealers of potatoes and vegetables) helped. Representatives of the State Department of Agriculture & Markets were interested.

Details, programs, types of exhibits, talks, panel discussions—all were gone over by the committee which now included representatives of the cooperating groups.

Circulars were distributed describing Consumer Day; spot announcements were arranged for radio usage and all possible local newspaper publicity was sought.

A banner across the auditorium (See *Consumer Day*, page 156)

"Multiplying" Money with Food Facts

by MARY RUTH DEWEY, Tulare County Home Advisor, California

MRS. Jones says she doesn't have enough food money to feed her family." Genuinely concerned, Tulare County, Calif., welfare workers often discussed this with extension workers.

Tulare is the country's number two county in agricultural production. We have a large farm labor population dependent on seasonal work. We also have many senior citizens and families receiving aid. The welfare program is a costly one. Community leaders are anxious that grocery money provide adequate food for recipient families.

That is why the welfare department called on home advisors for help. After consultation with the welfare staff, Area Home Advisor Anna Price Garner and the county home advisor designed a demonstration to help homemakers.

Many-Sided Approach

We named the demonstration, Stretching the Food Dollar. Our aim was to teach those of limited background as well as to hold the interest and teach those of wider experience.

Four Footsteps to Good Health was the introduction to this demonstration. Each of the four food groups was presented as a step to good health. We made cutouts in the form of large footprints and placed pictures of different foods on them. We used the cutouts on flannelboards. The required number of daily servings was indicated by a large number placed on the footprint.

Each person attending was given a leaflet, Four Footsteps to Good Health, to take home. The suggestion was made that this leaflet, written in both English and Spanish, be fast-

ened on the kitchen wall until the family becomes thoroughly familiar with the basic food groups.

To put buying in a realistic situation, we arranged food on counterlike tables. We set up four "departments," corresponding to the four food groups, with a wide assortment of food in each.

Boiled-Down Facts

Then the home advisor, pushing a shopping cart, "went to the store." She chose some foods for the market basket; others she rejected. She explained the reasons for her choices. Principles of storage and cooking were included in the comments. Emphasis was always on the best bargains in food value.

Some of the points demonstrated were: Figure the true cost of food by figuring the cost per serving. Choose bright yellow and deep green

vegetables for higher Vitamin A value. Compare meat on a cost-of-serving basis. Always choose whole grain or "enriched" bread and cereals.

In the demonstration, we figured the cost per serving of home cooked and ready-to-eat cereal. Also, we indicated the increased cost, on a per serving basis, of the small package over the large package of cereals. Many more ideas were presented for having the family well-fed and not just well-filled.

Measurable Results

The Welfare Department extended invitations to these Family Food Forums and the case worker followed these with personal invitations. Welfare Department case workers attended every forum in the area to which they were assigned. So they were in a position to help on followup with recipients.

At the first series, given in 6 different areas of the county, 210 heads of families, representing 1,100 family members, were instructed. Immediately requests for more such demonstrations came from both the aid-recipients and the professional welfare staff.

We have completed a second series on principles of preparation of foods in two of the food groups. Others are planned.

Now when Mrs. Jones says she doesn't have enough food money to feed her family, her case worker can help find the reason.



The author points out the Four Footsteps to Good Health used to instruct homemakers with limited incomes.



'Fishing' for...

NEW MARKETS

by ZELMA REIGLE, *Consumer Marketing Specialist, Oregon*

I LEARNED more about fish in one day than in all my previous career. I know statistics, lots about catching the creatures, about processing, packing, storing, and marketing fish. I have pages of notes, pamphlets of recipes—oodles of ideas!"

That's the comment made by the women's editor of a leading Oregon daily newspaper after she'd attended one of Oregon's Seafood Information Schools held in February 1960.

Initial Effort

Why and how did these seafood schools come about?

Oregon is blessed with virtually an unlimited seafood supply. In 1958 over 54 million pounds of seafood were taken from coastal waters!

But the seafood industry, like many others, has never attained its full potential. If consumers included more seafoods in their diets, it would stimulate the industry—and provide new income sources for the State.

Spearheaded by Dr. E. W. Harvey, in charge of Oregon State College Seafoods Laboratory, four seafood information schools were organized.

General objectives of the schools were to develop better consumer understanding and appreciation for seafoods in the diet and to develop maximum consumer satisfaction in the use of Oregon seafoods.

Extension served in an essential capacity in the seafood information schools. Mrs. Mabel C. Mack, assistant director, and OSC consumer marketing specialists scheduled the schools in four western Oregon cities. Extension also counseled with Dr. Harvey in planning the program.

Both Mrs. Mack and I participated in each school. County extension agents in each of the four cities handled local arrangements and publicity.

The U. S. Department of Interior's Bureau of Commercial Fisheries, provided the services of two seafood marketing specialists. They participated

in the daily programs and supplied samples of available information.

At first, plans were to limit the four schools to "professional" people who serviced large audiences. This included extension agents, nutrition and marketing specialists, home economics food and fisheries instructors and students, home economists in business, dietitians and quantity food service personnel, county health nurses, and radio, television, and newspaper food editors.

But by popular request from people in the counties, three of the schools were opened to the public. Attendance at the Portland meeting was restricted by the size of the auditorium.

Particular Aims

More specific objectives of these seafood information schools were:

To acquaint educational groups with materials and information available through the National Fisheries Institute, the U. S. Bureau of Commercial Fisheries, and other State and local agencies.

To bring the latest and most up-to-date information on selection, care, cookery, and food value of fishery products to those who would take the story to the general public.

To demonstrate techniques for serving a variety of seafoods attractively in order to encourage wider use of and greater satisfaction from all seafoods.

To strengthen the working relationships between Oregon State College, Bureau of Commercial Fisheries, the National Fisheries Institute, State, and local agencies.

Twenty experts in every phase of the industry took part in each day's program. These included commercial fishermen, cannerymen, marketing specialists, educators, hotel chefs, and a trained home economics demonstrator.

A typical day's program included:

Kinds and variety of seafoods available—given by marketing specialists of the Bureau of Commercial Fisheries and an Oregon Fish Commission representative.

Catching and care of seafood—presented by fishermen.

Seafood processing and purchasing
(See *New Markets*, page 156)

We Teach by Example

by MARIE PENUEL, Lenoir County
Home Economics Agent, North Carolina

REMODELING our county home demonstration laboratory turned out to be an education for nearly all our county women, our county commissioners, and other extension staffs, as well as ourselves. We were teaching by example.

Perhaps others are more elaborate, but our laboratory serves both our rural and urban people. It has been used as a guide by other counties planning to remodel.

Women's Interest

It all started when Lenoir County club women recognized that we needed more adequate facilities if the extension program was to meet the needs of our people. Our quarters were crowded and our kitchen was of the 1930 vintage. The average homemaker had more adequate facilities than we did.

Homemakers expressed their opinions of the office situation. And their programs were filled with more information on "better housing for better living."

About this time the women were planning their next year's program. They designed the housing and house furnishings part both to fit their needs and to fit the new laboratory.

We immediately gained the cooperation of the county commissioners. They looked over our quarters, visited other county offices, checked with an architect and builder, and appropriated the funds we needed.

What is this "new look" like? It's a one-room area—one end features a modified U-shaped kitchen; the other end is the home agents' office.

While compact, the kitchen is large enough for two people to work. Storage is ample. The kitchen is planned

to minimize walking, stooping, and stretching in accordance with modern work-simplification ideas. We took into account—work centers, convenience of equipment, lighting, etc.

Another feature of our laboratory is the completely equipped, compactly arranged sewing center.

Every available space is used for storage—including corners, counters, and wide hallways.

Near the office entrance is our bulletin board and reading center. Timely displays attract the office caller. Often a question can be answered here before it is asked, or the display may lead to questions.

The county's home demonstration garden club established a reading shelf in this area. They are also responsible for laboratory decorating.

Homemakers' Use

The entire homemaking program is conducted in this one room. Folding panel screens make handy partitions when needed.

We can accommodate 35-40 leaders for training schools and demonstration purposes. Larger groups use the connecting auditorium. But whatever size group we have, we are able to use our new facilities as an actual workshop for homemakers.

Can a remodeling project such as this be an educational program? In Lenoir County it was and is. Our project was designed into the overall homemaking program. The people and agents analyzed the existing situation, set up their goals, and planned teaching to help change this situation and the people.

Already we are aware of effects this has had. In the beginning, leaders offered concrete suggestions toward

this project—how they felt it could best serve the people. Club women planned their program, determined what materials would be needed for demonstrations, and contributed toward purchasing this equipment.

Samples, examples, and supplies are available to the general public even when the home agent is away. The Lenoir laboratory contains samples of draperies, sewing patterns, cookbooks, art supplies, and home equipment for women to look at or use.

People have been helped to recognize the value of wise planning and planned storage by using the laboratory. They take pride in it because they had a voice in the planning.

Often a leader will work with an office caller—pointing out various features of the department and its advantages while agents are working with others.

Widespread Effects

People from all walks of life want to see the improvements firsthand. During the first 11 months, we had 959 office calls in connection with our housing and house furnishings program.

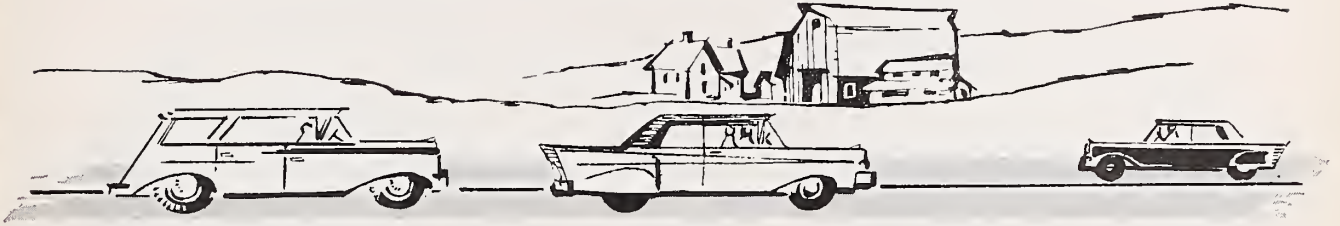
Many others have seen our new setup in connection with other phases of the extension program. Agents and other people from 22 of the 100 counties in our State have made special visits. Home agents from Maryland and Virginia have studied it. Study groups from six foreign countries have visited the laboratory.

Over 100 families have used the project as a guide in their building. Several revolving cabinets have been made. (The one in the laboratory was the first built by the local cabinet maker.) Seven sewing centers have been planned; five have been built.

Extension work is education—education is growth—growing takes time. Each year new achievements are recorded through our extension program. But longer periods will enable us to measure the real value and growth of this project.

We feel the project is an aid in bringing to families the techniques and skills that make for greater efficiency, less waste, better use of talents, and the development of people for better living.

Keeping the Wheels of Safety Turning



by EDITH E. SMITH, Logan County Home Demonstration Agent, Oklahoma

SAFETY is no accident in Logan County, Okla. Home demonstration women are concerned with the tragic waste of life and property due to traffic accidents and they are keeping the wheels of safety turning.

Urgent need for a safety program was brought to the minds of county women in 1956 when a local teen-age boy was killed and three other teenagers seriously injured in a car accident. Talking with the local police and highway patrol, the women found that the county accident rate was high. And they found that a high proportion of the accidents was due to human failure rather than mechanical defects.

Early in 1957 the county women started in a safety education program. The project is still going strong—with increasing interest.

One main problem was a lack of safety education. The women felt many accidents could be prevented if all family members could be taught to think and act safely when driving, walking, and bicycling.

Countywide Drive

To start the project, the council president appointed a safety committee representing all communities in the county. During the 3-year project, they set the following goals:

- To stress safety education in home, school, and community.
- To interest other organizations in the importance of safety education.
- To cooperate with the Optometric Auxiliary in conducting visual surveys.
- To clear blind intersections and farm driveways.

- To determine need for traffic signs and get them set up.

- To encourage use of reflector tape on farm vehicles.

To involve as many people as possible, safety is discussed at county council planning meetings. In addition to the county safety committee, each local club has a committee.

Support of other organizations also is encouraged. When the project started, the county committee met with the safety committee of the Guthrie Chamber of Commerce and representatives of local police and highway patrol. Statistics were presented on the county accident situation and the need for safety education was stressed.

Approach to Safety

Safety work has been emphasized through educational meetings, safety films, visual screening tests, groups and individuals working to improve road conditions, surveys of need for road signs, individual groups working on marking vehicles, safety skits, exhibits, newspaper articles, and radio programs.

This year the council offered prizes for local club safety projects. One club sponsored a slogan contest in county schools and youth clubs. Short safety slogans were published as fillers in two county newspapers and organizations finding the most slogans won prizes.

Perhaps the most unusual method is "singing for safety." Safety parodies set to well known tunes, are sung at county and community meetings. Copies were distributed to 4-H clubs and numerous other organizations.

Educational meetings sponsored by home demonstration clubs have been held in 19 communities with a highway patrolman as speaker. The importance of the proper attitude toward safety and traffic laws was stressed.

Pedestrian safety and rules for safe driving were emphasized at meetings in 14 county schools. A safe driving program was presented in each of the 23 home demonstration clubs. In 1959 and 1960, educational safety conferences with other groups were held.

Additional Projects

The county safety committee sponsored visual screening tests devised by the Optometric Auxiliary. A total of 683 received the tests and followup cards were mailed to people with defective vision. The cards suggested they see a doctor for further examination.

Surveys were made to determine where road signs were needed. Through the cooperation of the county commissioners and State highway officials, 127 signs have been erected. Other results include 362 blind intersections and driveways cleared and 2,848 farm vehicles with reflector tape added.

Exhibits and visual aids have added interest. A float carrying a wrecked car with appropriate captions was entered in a parade viewed by 75,000. A 4-H safety poster contest is held annually, with posters displayed in every store window in the county.

Safety efforts of the Logan County women have won national attention, too. In 1958 and 1959, the county (See *Wheels of Safety*, page 156)

Training Home Agents in Other Lands

by HELEN STROW, *Federal Extension Service*

Editor's Note: Miss Strow's article is based on her observations during a recent visit to the Near East and South Asia. She worked with the head instructors of these centers when they were observing extension work in the United States.

WHERE can we find trained staff to carry on home economics extension work? This is one of the greatest problems of newly organized and expanding Extension Services in foreign countries.

In many of these countries, educated women are rare and most of them come from the cities. City girls must first be taught about village life and then trained how to work with rural women. Often these girls have little desire to live in villages and they consider rural women as less privileged.

Special Training

This has led some countries to the villages for girls who are to become home demonstration agents. This means that they often start with young women with 9th grade education or less.

To prepare village girls for home

demonstration work, extension services in some countries have set up their own training centers. Iran is one of these. Last March, 45 young village women graduated in the third and largest class.

Practical work is emphasized in the 10 months of training. Each girl practices planting and caring for family size gardens. The school also has several family size poultry flocks so that the girls can get experience in the care of this important food source and income supplement. The young agents are able to teach villagers to make chicken coops as well as care for the flocks.

India first set up 27 centers for training and is now opening 12 additional Home Science Wings, as these centers are called. In most states, the Home Science Wings are attached to Agricultural Training Centers.

Former International Cooperation Administration participants are chief instructors at two of the Wings. Kumari Jayamini heads a school which is housed in a new building. Shanti Sudarsanam is setting up her school in part of an old castle. In spite of the physical differences of the buildings, both young women

have arranged their facilities to teach necessary skills to their students.

Training in the Home Science Wings of India lasts 1 year. From 5 a. m. to 10 p. m., the student's day is filled with classes, village work, and practical work (such as in the kitchen garden).

Practical Living

The students in the Wings live in groups like a family, similar to home management house experience. Miss Kumari Jayamini, head instructor in the Mandya school, describes it:

"During the training period, the Gramsevika trainees will be accommodated in separate family units of various sizes to practice all household jobs and to gain experience based on principles of self-help and division of labor. These houses serve as laboratories for them to experiment with improved practices of living and working which is helpful for extending the findings to the village houses."

The facilities that students use in this family living experience are similar to village equipment. The kitchen stove is the mud smokeless chula which these students will later teach village women to make and use. Pots, pans, and storage jars are similar to what the village women have. Girls learn to use the fireless cooker, iceless refrigerator, and nested cooking pots.

At the same time, they learn to use improvements which are within the reach of village women. When they go to work in the villages they can demonstrate these improvements with confidence.

The garden is planted as near to the kitchen as possible and the laundry center is established near the garden. In this way laundry water can drain into the garden and serve a second purpose of watering the vegetables.

Actual experience in villages is a
(See *Other Lands*, page 158)



Iranian student-home agents are training in foods and nutrition, among other homemaking skills, at their equivalent of a home management house.



TV goes with annual conference

by E. F. GRAFF, former County Extension Director, and CANDACE HURLEY, Assistant Editor, Iowa

CAN closed-circuit television increase participation and interest in annual conferences? We tried it in Iowa and the answer is yes.

Three keynote speakers for the conference (Dr. Cyril Houle of the University of Chicago, Dr. Robert Parks of Iowa State, and Dr. Emory Brown of Pennsylvania) presented their talks via closed-circuit TV.

Extension workers, except for the final day of the 3-day conference, heard all speakers while meeting in groups of 25 persons each. They were grouped around 20 television sets in the Memorial Union on the Ames campus.

Objective Wanted

Why this approach? And what was the general reaction to it?

The planning committee knew that it wanted to present educational leaders with significant messages pertinent to the theme of the conference—Extension's Service in a Changing Iowa. It hoped to involve all staff members in active participation in the conference. The planners wanted to set an environment which would foster group spirit, close attention, and prompt attendance.

Closed-circuit television, it was decided, would seemingly bring speakers

closer to the total audience. Groups would have opportunity to hold discussion before and after each television presentation. Discussions would be led by county staff representatives. During post-discussion periods, questions would be relayed immediately to the TV studio for a question-and-answer discussion.

Physical Setup

Arrangements involved early planning with engineers and persons in charge of the building where the conference was held. It also meant checking with speakers as to their visual needs for television presentation, establishing a core of discussion leaders, and setting up a system to relay questions back to the speaker.

This setup takes top-notch speakers who are aware of the value of good visuals. Also, if discussion groups are involved, it requires thorough orientation of discussion leaders with the purposes of the particular speaker.

One problem was getting avid discussion chairmen to keep their hands off the volume control. All sets were adjusted to a definite volume level. Operation at a lower volume insures better intelligibility and less interference with other groups in the same room.

We found that discussion groups work best when located in separate rooms.

Since the conference involved both closed-circuit TV and the discussion-group method, the engineering phases of the project were of interest. A technical report by Donald Haahr, liaison and planning engineer for WOI-TV, is available. He recommends:

- Use the sound system of the conference building whenever possible to insure more uniform level and better quality sound.
- Allow adequate time for engineers to install closed-circuit TV equipment and to check it out.
- Use TV receivers with speakers that project out the front.
- Operate receivers in subdued light, but not in the dark.
- Keep the group to 25 persons or less so each individual may be seated to the front and fairly near the receiver. Establish a maximum and minimum distance to the first row of chairs.

In general, participants and committee workers sized up the closed-circuit TV experiment favorably. They noted close attention throughout—no chatting, no sleeping, no ab-

(See *TV Conference*, page 158)

Why Do I Believe in 4-H?

by HENRIETTA GOHRING, State 4-H Club Agent, South Dakota

HAVE YOU as a professional extension worker recently asked yourself, "Why do I believe boys and girls should be in 4-H club work?"

We asked this question of five different groups of people attending the county 4-H leader training schools in South Dakota during January. The aim of the schools was to give leaders a better understanding of the philosophy and objectives of 4-H club work.

The total group was divided into 4-H parents, leaders, members, local businessmen, and county extension agents. These comprised five separate groups giving their individual reasons.

The five held separate buzz sessions. And a representative from each formed a panel which reported to the entire delegation. The groups' reasons were recorded on a flip chart.

Each group followed similar lines of thought, although their wording varied. And they emphasized different attributes.

County extension workers believed boys and girls should be in club work for the opportunities for individual development in personality, character, self-confidence, responsibility, creativeness, independence, sportsmanship, citizenship, and leadership in community affairs.

Club work has an educational value in learning by doing, in learning and accepting new ideas and methods, in developing talents for a broader fuller life, and perhaps laying the groundwork for a lifetime profession.

Parents' Opinion

Parents felt 4-H offers many opportunities for the development of the individual in desirable traits of leadership, followership, and sportsmanship. The member grows in ability to express himself, in self assurance, and in getting along with others. They have opportunities to develop and display their talents.

Club meetings and events in the community and county afford occasions to meet other young people. They provide a wholesome place for youth to go where they enjoy doing and learning as a group. 4-H offers experiences in democratic procedures.

Exactness, creativeness, skills in agriculture and homemaking, value of money, importance of keeping records, pride of ownership, striving toward a goal, and value of competition are derived from the member's project and activity work.

4-H creates an interest in public affairs as families are brought together, and interest is shown in community betterment. Standards for the member and his parents are established. Improvement in parent-child relationships is realized.

Youth is offered an opportunity to learn more about a future in agriculture, home economics, and other fields.

Other Thoughts

Leaders summarized their thinking by saying: 4-H is a year-round educational project teaching responsibility, profit and loss, cooperation, confidence, and poise to the boys and girls while grooming them for tomorrow's world.

Businessmen felt that 4-H develops traits desired in future employees—responsibility, cooperativeness, self confidence, pride in achievement, and leadership. Training is offered in the field of agriculture which is becoming highly specialized and where a profitable operation is essential. Community interest is promoted in conservation and economic progress. Businessmen said the future of the community depends on the competencies of the youth of today.

Belonging to a group, leadership development, fellowship, and sociability with other 4-H'ers were reasons repeated by many of the members.

They felt competition, learning how to win and lose, gaining poise, and being able to express themselves are valuable qualities. They learn about agriculture and home economics and thus are preparing themselves for future life.

Basically the five groups said the philosophy of 4-H club work is the mental, physical, social, and spiritual development of the members so that they will become useful citizens.

Tie To Scope

The group's reasons—objectives—are closely allied to the 10 objectives for extension's youth program as set forth by the Scope Report subcommittee.

To help the leaders realize the close association of their objectives and the aims of Scope, one of the 10 objectives was given to a group of four or five leaders. They were asked to study the objective and interpret it to the group. They were to explain its place in the 4-H club program, and to tie in the objective with reasons listed by the five groups.

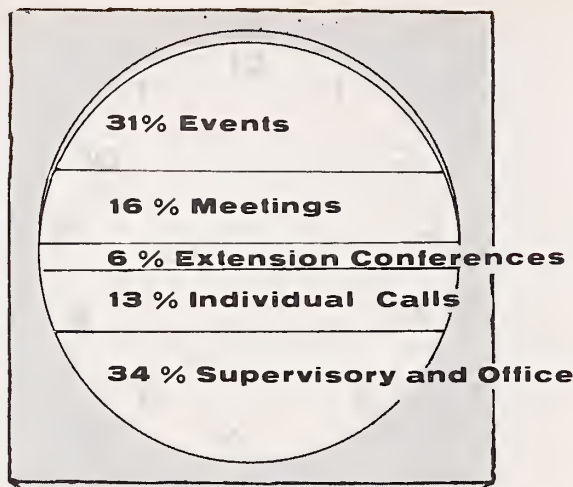
Challenging and inspirational discussions arose as one member of each group presented his objective on the flannelboard.

Before the objectives were discussed, some leaders were asked to select the one objective they considered most important. Few changed their selection after discussion and most agreed that none should have priority. All objectives were linked together.

These objectives were and should be included when planning and carrying out the club program. Many felt more emphasis was needed on a particular objective in the local club and in the county.

For 4-H to build champion boys and girls, each group working with youth
(See *Believe in 4-H*, page 158)

A LOOK AT TIME USE



by JAMES A. BEUTEL, Los Angeles County Farm Advisor, California, and
PATRICK G. BOYLE, Training Specialist, Wisconsin

How do county extension workers spend time? Is our time spent on activities which help us attain program objectives? These are questions California 4-H club advisors tried to answer about their everyday work.

These 4-H club advisors were interested in determining how they spend their time and whether it was spent on jobs essential to attaining the objectives of their county 4-H program. This look at time use was taken in March, April, and May, 1958.

They found that 31 percent of their time was devoted to events, 16 percent to meetings, 6 percent to extension conferences, 13 percent to individual calls, and 34 percent to supervisory functions and office routine.

Analysis of Time Use

The 4-H advisors worked an average of 51½ hours per week. The average work day was 9½ hours and on 3 out of 8 days they worked after 6 p. m. Advisors spent time on 4-H club work on half of the Saturdays and one-fourth of the Sundays.

Events took more time than any other 4-H activity. Of the 31 percent of 4-H advisors' time devoted to events, half was spent on planning and getting ready. Events included fairs, contests, field days, camps, etc. The months studied are heavy with such activities in California.

Meetings of all types received 16 percent of 4-H advisors' time. Training leaders and teaching subject matter accounted for 36 percent of the time devoted to meetings. Meetings included those held by extension and other groups. An additional 6 percent of advisors' time was devoted to conferences for extension personnel.

Farm, home, and office calls received 13 percent of 4-H advisors' time. Office calls took one-fourth of this time, farm and home calls took half of it, and travel on calls the remaining time.

Supervisory Work

Extension personnel spend considerable time on supervision of the extension program and routine office work. In this study, 34 percent of advisors' time was devoted to supervisory functions and office work. The supervisory functions were program coordination, public relations, counseling lay leaders, organizational work, program planning, and evaluation.

4-H club leaders, members, parents, and sponsors received a total of 40 percent of advisors' time. Leaders receive more time than members, parents, and sponsors combined. The remaining 60 percent was spent working with other extension personnel or alone.

In the study, 4-H club advisors were asked to indicate how they

should spend their time to attain county 4-H club program objectives. Responses indicated differences from actual time use. They were related to time spent on meetings, events, leader training, and routine office work.

Advisors thought they should be spending twice as much time on meetings. Training leaders and teaching subject matter, they indicated, should continue to receive more than one-third of the time devoted to meetings.

Events should receive less time. Advisors said events should receive less than one-fourth of their total time and less time than meetings. Planning and getting ready for events should receive only one-third as much time as is now being spent on them.

Leader training at both events and meetings should receive much more time than currently. At events, the advisors said, more than twice as much time should be spent training leaders to assume and handle leadership roles. At meetings, one-third more time should be given to leadership training.

Use Reappraised

Routine office work should receive substantially less time. Advisors said less than half as much time should be spent on routine office work as they now spend.

4-H advisors believe they should increase the time they spend with leaders and reduce the time spent by themselves or with other extension personnel. The directors of the county extension staffs involved in this study agreed rather closely with 4-H advisors on how the advisors should spend their time.

By keeping records of their time use and by indicating how they should spend their time, these 4-H advisors were able to identify areas where they may be spending excessive or insufficient time.

After identifying these areas of differences in time use, the advisors will be able to appraise their time use against 4-H club program objectives. And they may want to make changes in time use in certain areas of work to more effectively attain their program objectives.

CONSUMER DAY

(From page 147)

entrance explained Consumer Day and invited visitors.

The program started at 1:30 p. m. with the first demonstration by the ladies' auxiliary. They showed about 30 ways in which potatoes might be prepared and used. Some were prepared on-the-spot and samples were distributed to the visitors. The demonstration was accompanied by a talk explaining in detail the preparation of these dishes and how they might be used most effectively.

In conjunction with this, representatives of the Department of Agriculture & Markets, in cooperation with an associate county agricultural agent, presented a potato-grading contest. The audience was invited to decide how several groups of potatoes should be graded. Successful contestants received 5-pound sacks of top-quality potatoes.

Exposition in Action

Next on the program came a presentation of turkeys prepared in a score of different ways. Some of these portions were cooked on the scene and samples made available.

The third part of the program was a talk, movie, and slides advising the homeowner how he might best and most effectively use nursery stock to beautify his home grounds. The background of trees and shrubbery for this demonstration was supplied by a local nurseryman. Additional displays of shrubbery and flowers were around the auditorium.

In each of these presentations, guests were invited to ask questions.

Informal discussions between visitors and the demonstration groups continued after the formal presentation. In the evening the whole presentation was repeated.

It was estimated that over 600 people were present, that many persons who had no information about Suffolk's agricultural production learned a great deal, particularly new uses for products. The use and care of ornamentals caused some homeowners to consider the possibilities in beautifying their own homes and home grounds.

Suffolk County extension workers, in reviewing the whole project, real-

ize that there are many possible improvements. And they will be made if Consumer Day is repeated, as it probably will be.

Behind such an undertaking, of course, is the thought that Long Island farmers might sell more produce nearby. The longer range, broader goals are to help these thousands of homeowners to learn that there are many ways in which they can live better.

We feel that this fledgling Consumer Day was a good start in a broader program of consumer information.

NEW MARKETS

(From page 149)

able forms of fresh, frozen, and canned fish available—presented by packing companies' representatives.

Wholesaling and retailing of seafood—discussed by representatives of wholesale seafood companies and a progressive retailer.

Flannelboard presentation on wide selection and use of seafoods, followed by a cooking demonstration—a consulting home economist and I teamed together on this topic.

Preparation and discussion of seafood dishes by chefs from the Oregon Chefs de Cuisine society.

Here, in capsule form, are highlights of the schools. Speakers emphasized the values of using less-known fish. Nutrition in seafood and economy values were pointed out. New and different cooking methods were featured.

Program Values

The one-day schools, first of their kind, attracted a total attendance of 580. A large percentage of these were professional people. Program participants throughout the 4 days felt the schools were a splendid example of an entire industry joining forces to tell the story of production, marketing, and suggested use.

Since the schools, Oregon extension workers and the industry have received many favorable comments. Retailers located in the cities where the schools were held have reported a definite upsurge in consumer interest in use of seafoods.

Other counties have asked for schools of their own. Requests have also come for additional copies of information offered. Seafood industry people recommend that similar schools be given at frequent intervals.

Certainly the schools showed how the Extension Service can work effectively with an industry in an educational effort to benefit people. These schools also demonstrated how an entire industry working together does provide consumers with acceptable products. Consumers, after all, are the ones who basically rule the food markets.

Finally, the seafood information schools pointed out how Extension can work successfully with an entire food industry from producer to consumer.

WHEELS OF SAFETY

(From page 151)

won second place in the National Home Demonstration Council traffic safety contest. For 3 years the county has won a certificate of merit in the Carol Lane Awards for traffic safety, sponsored by the National Safety Council and Shell Oil Co.

Results Evaluated

The payoff in a safety project, of course, is a reduced accident rate. And Logan County women are proud of their accomplishments in this area.

Since the project started, no fatal accidents have occurred on rural roads in the county. Through the safety program, publicity received, and cooperation of other organizations, club members have helped make the entire county safety conscious.

At the county safety workshop this year, the Guthrie police chief stated: "In 1957 the county's total accidents numbered 703; in 1958, 670; and in 1959, 640. I believe the educational safety work done by your organization has played an important part."

Logan County women have made a good start in a traffic safety program that will need to be continued. They recognize that safety is no accident and they know there always will be a need for safety education.

Tips and Shortcuts

DOUBLE-DUTY RECORDERS

Tape recorders do double duty in Calhoun County, Mich., County Director Burrell Henry says his office uses recorders for dictating as well as making radio tapes.

And they have an inverter which changes auto voltage so the recorder will operate in the car. Agents just plug in the recorder while in the field and take care of their radio tapes, letters, and news stories.

OFFICE INTER-COM

An inter-communication system in the Branch County, Mich., extension office saves steps for the whole staff, says County Director Boyd Wiggins.

The master control is on the secretary's desk so she can contact each agent as needed. This eliminates hunting down agents on foot and gets them in touch with callers sooner.

An inter-com in the conference room helps to relay important messages during meetings.

4-H RECORD SYSTEM

Dagger-like instruments in Michigan extension offices are not lethal weapons—they're part of the 4-H Keysort enrollment procedure.

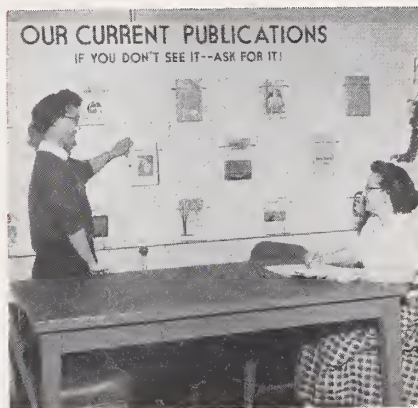
The system is designed to speed up enrollment. The cards are a ready-made mailing list when separated ac-

ording to keys. They can be sorted by project, age, years in club work, completions, and other factors important at report time.

PEGBOARD BULLETIN DISPLAYS

Pegboard is being used more and more often in Colorado county offices.

Adams County Agent Alvin Lesser replaced an old bulletin display rack with a wall-mounted pegboard rack. The new display is held to a maximum of 14 bulletins which are changed at least once a month. Metal racks holding the publications can be moved easily on the pegboard for different arrangements. Chairs and a table complete this "bulletin center," which invites office callers to browse through publications.



In Weld County, agents have added individual, compact pegboards to each office. With these, agents can keep a convenient supply of fast-moving popular bulletins and professional publications.

DEMONSTRATION POINTERS

Agronomists at Kansas State University believe that the best way to do extension teaching is through good demonstrations. Frank Bieberly, Gene Cleavinger, and Bob Bohannon have come up with two ideas to help agents with their demonstrations.

They prepared a looseleaf type folder for agents showing the purpose, type, and essentials of a good

result demonstration. The folder also contains suggestions on establishing the demonstration, layout, labeling, and how to use it.

Question boxes attached to field demonstration approach signs are also suggested. These waterproof boxes can hold copies of an explanation of the demonstration. Agents might also leave franked, addressed post cards in the boxes so demonstration visitors can write for more information.

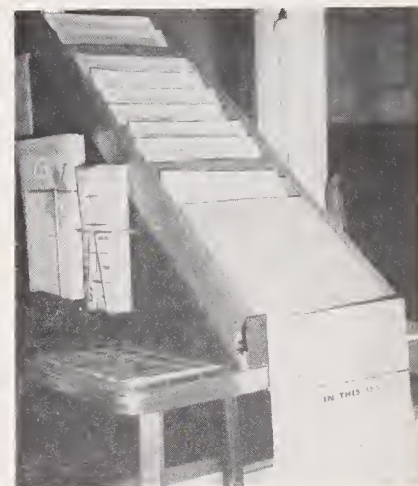
QUICK CHECK LISTS

A mimeographed "4-H check list" saves writing names of clubs each time a list of clubs is needed.

Barton County, Kans., Agent Paul Wilson says the check list saves writing names of clubs in many situations. For example, the list is used to check which clubs have sent in County 4-H Club Day entries, which clubs have turned in names for clothing leaders, or what is the current enrollment.

FACT SHEET RACK

A convenient display was developed by Alameda County, Calif., farm and home advisors for the reception room of their offices. Set at a handy angle, the rack is used for displaying sheets of information about educational services of farm and home advisors. At the end and side are places for additional publications.



TV CONFERENCE

(From page 153)

sentees. Everyone hung on the words of the speakers.

So we feel our attempt at personalizing annual conference was successful. Groups did feel closer to the speakers and participated freely in discussion. Closed-circuit television served well as a tool at annual extension conference.

Bob Kern, assistant extension editor, is on the 1960 annual conference committee. He says that this method of presentation has come up for discussion and everyone is in favor of it as the tool to handle the conference.

Kern says, "Two subsequent conference planning committees have regarded the closed-circuit TV as an effective, available technique. It has been ranked with the 'proven' methods, to be used when it fits the needs for a particular subject."

BELIEVE IN 4-H

(From page 154)

has to set up objectives. The reasons given for believing that boys and girls should be in 4-H are their objectives used in formulating their program.

The groups emphasized the educational value of 4-H work to the member, his family, and the community for today's living and tomorrow's changes. They were interested in an organization that provided education interwoven with sociability, the developing of talents, citizenship, leading and following, and in an organization that provided projects and activities that built blue ribbon members as well as blue ribbon projects.

This is how these people answered the challenge—why do I believe boys and girls should be in 4-H club work.

OTHER LANDS

(From page 152)

part of the training in many countries. Time spent in village work varies. In Turkey the students spend 3 separate weeks in the villages; Israel has started their first year with 10 weeks of field experience; and

in India trainees visit their villages for short periods to get acquainted. Later they live in the village while doing their practice teaching.

Villages are selected for certain criteria the training staff feel are important. In both Turkey and India students go to villages where no home agents have worked before. In Israel villages with an extension program are chosen. But no other woman agent works in the village during the 10-week training period.

In all three countries teachers and students discuss together the successes and failures of the experience. Midway in the field experience, Israeli students return to their school for such a meeting. One teacher, Mrs. Rachel Manor, who studied at the University of Oklahoma in 1957 on an ICA grant, says:

"The workshop proved to be very useful. The girls were happy to meet again and everyone was anxious to hear of her friends' work and success."

A summary of the workshop says that a weekly meeting of students in a district strengthens the girls' rapport with the department and gives them a feeling of security and help.

Teachers at the Bornova training center in Turkey move near the students when their field work starts.

Teachers visit frequently to help when needed.

Before leaving the village, these students try to have at least one latrine made by a family, a mattress made as a demonstration, and several families started to improve their gardens. They try to include demonstrations on child feeding and improved laundry practices. They also encourage women to demonstrate some new skills.

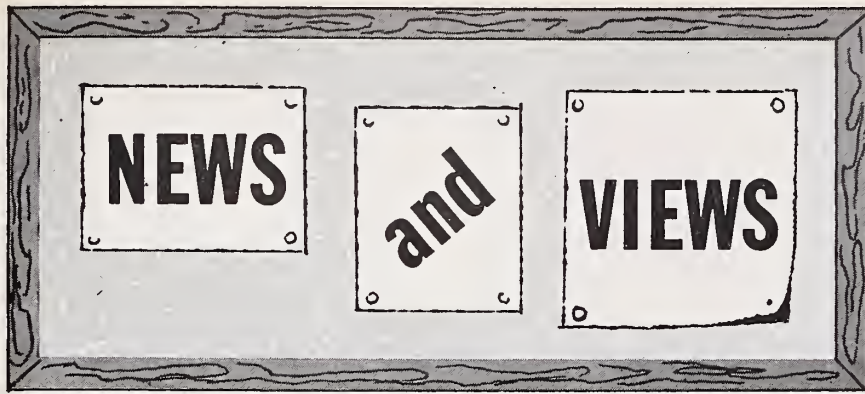
Size of the Job

The job of training a young woman with 9 years or less of formal education to be an extension agent is tremendous. It means teaching her subject matter, methods, how to work with people, and giving her some understanding of the extension service—all in 12 months.

The enthusiasm of the young students and the dedication of the teachers is evidence that the training will be accomplished. This makes it possible for these countries to prepare a nucleus of a staff to start doing the extension job. They are all aware that this is only a start and that they must follow up with inservice training and plan ahead for more advanced training.



Following school training, Turkish student-agents are assigned to villages for practice teaching a variety of subjects important to improved homemaking.



Farm-City Week Plans Underway

Across the country extension workers are involved in plans for National Farm-City Week November 18-24. Kiwanis International is coordinating agency for the sixth year.

The objective of Farm-City Week, according to National Chairman Robert D. McMillen, is to bring about better understanding between the rural and urban segments of our society. This "grass roots observance" has captured the interest of literally millions of Americans and Canadians.

Both agriculture and business representatives are helping plan events for the week-long observance. Activities will vary with communities and local planners.

Typical local events will be: exchange visits of rural and urban areas, joint business meetings of farm and city people, banquets and luncheons, demonstrations, school assemblies, exhibits, special news stories, and broadcasts.

City Meets Country

City kids crowded close, eyes widening in wonder as they saw a cow being milked. Housewives watched with awakened interest as a livestock specialist chalked out cuts of meat on a live steer. All this was set against the backdrop of a smart new shopping center as part of 1958 Farm-City Week in Baltimore County, Md.

The shopping center management roped off an area in their parking lot and erected the tent. It was equipped with tie racks, pens, and bedding for animals.

Over 13,000 spectators visited the 40 by 80 foot tent to see the 1-day exhibit of champion 4-H animals. Club members exhibited 3 breeds of dairy and beef cattle and 4 breeds of sheep. A tape played at intervals throughout the day gave information about each breed.



Baltimore residents crowd around Farm-City Week exhibit by 4-H boys and girls.

Two 4-H'ers demonstrated fitting and showing of beef and dairy cattle, with Assistant Agent Max Buckel narrating. Later a 4-H girl showed how a sheep was blocked and fitted. In the afternoon, the members paraded their animals while agents commented on techniques of handling animals in the ring and judging points.

BOOK REVIEW

POISONOUS AMPHIBIANS AND REPTILES by Floyd Boys and Hobart M. Smith. Published by Charles C. Thomas, Publishers, Springfield, Ill. 145 pp. illus.

Handy for campers of all ages, this well-illustrated book could be useful to county agents and camp leaders.

It would be a good addition to any camp library.

The book contains photos and drawings to support the text. Material includes descriptions of poisonous snakes, outline of the danger of bites, and first aid treatments for snake bites.—*M. P. Jones, Federal Extension Service.*

Purdue Announces Masters Program

Master of science or master of agriculture degrees are now offered in agricultural extension graduate programs at Purdue University.

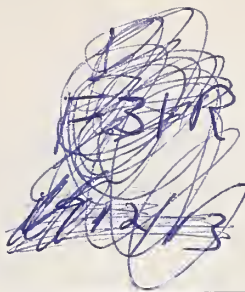
The programs are designed primarily for county agents, 4-H club personnel, and other extension workers. Courses included are from the school of agriculture and the school of science, education, and humanities. Emphasis will be on communications, sociology, and psychology.

For more information, contact Dr. E. R. Ryden, Room 206, AES Building, Purdue University, Lafayette, Ind.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- G 61 Lawn Diseases—New
- G 68 How to Prevent & Remove Mildew—Home Methods—New (Replaces L 322)
- F 1939 Home Storage of Vegetables and Fruits—Revised June 1960
- F 2148 Aphids on Leafy Vegetables—New (Replaces F 1863)
- L 469 Growing Crested Wheatgrass in the Western States—New (Replaces L 104)
- L 473 Hog Castration—New (Replaces F 1357)
- L 474 Chicken Lice—How to Control Them New (Replaces L 366)
- L 477 Grass Waterways in Soil Conservation—New (Replaces L 257)
- MB 7 Processing and Marketing Farm Poultry—New (Replaces F 2030)



LITTLE THINGS COUNT

by **GEORGE JAMES, Weld County Agent, Colorado**

KEEPING the Weld County extension staff working smoothly takes a lot of things but it is the little things that count most.

We try to keep the same relations inside the staff as outside. I want each of my staff to feel it is his show when it is his responsibility. And each person has definite responsibilities.

For instance, an assistant agent is in charge of the noxious weed plot program. He locates the plots, decides on treatments, and sees to it the demonstration is working. He can get help from another of us if he needs it, but that is his decision.

Team Work

We have a county staff meeting each week to review what we've done and to plan ahead. Two of the three secretaries sit in this meeting so they will know what's going on and where we'll be that week. The third secretary takes care of callers.

Now and then we have a staff dinner meeting with spouses invited. We get better acquainted, find we have more in common than we realized. The regular meeting follows the meal.

As county agent I sometimes find myself in the position of father confessor, legal adviser, and marriage counselor for staff members. I'm no

expert in these fields and I don't try to solve another's problems. I've found that just listening helps when another person has personal problems. Of course, I don't discuss these problems with anyone else.

Committee Backing

Outside the immediate staff we have a county agricultural council representing geographical areas of the county, commodity groups, farm organizations, and the urban areas. There are 150 on this council and from this group a 12-member executive committee is elected.

We work two ways with the executive committee. We advise them and they advise us. To show how effective this council can be, we have over 3,000 members, including farmers, in a group hospital-medical plan. The council proposed a county health program and this is one of the things that came out of it. Other programs have been as successful.

The council sets priorities on programs. Sometimes theirs may be different from what the county staff would have set but when the council sets the priorities, we know they'll back the decision. And when you have 12 persons carrying the ball it takes a lot of pressure off the county office.

In all parts of the community I have persons who can help me and whom I can trust.

For example, some years back I was asked to check a man's potato field for blight. I stopped at a neighboring farm to visit a man that I knew was expert in blight. He gave me some tips which I was able to use in answering the other farmer's questions.

It is a compliment to a good farmer to seek his advice. We can't know all about everything. We depend on these people for information just as we do the State staff specialists.

We've found it's a good idea to work closely with our county commissioners too. They control our budget and we make sure they are in on each year's planning.

One year at county fair time we pointed out the crowded conditions in the 4-H building. When we requested a new building at the next budget hearing, they not only approved it, but enlarged the plans.

Budget Benefits

The staff decided to not ask for an increase in 4-H funds that year. But our extension committee backers convinced the commissioners that we needed that, too.

Once a budget is set, we stay within it. And we only ask for what we need in the first place. Since 1946, we haven't had a single budget request cut.

With just a little effort and consideration for other people, we've found that our office can work more efficiently. When the staff, clientele, advisers, and supervisors can see the whole situation and their own part in it, Extension can operate more smoothly. Great results can come from small efforts.