

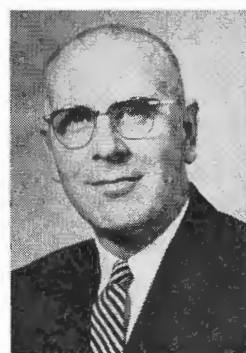
Your Extension Service Reports

Serving Educational Needs in Iowa

a state in economic and social transition

An interview with Dr. Marvin A. Anderson

Associate Director
Cooperative Extension Service in
Agriculture and Home Economics



Iowans know that many changes are taking place in the state. What is the extent of these changes, Director Anderson, and what do they mean for the state as a whole?

We have a better idea now of the degree of the changes in Iowa and how many people are affected by them. This is because of the results of the recent agricultural census and the regular 10-year population census now completed.

The results show that there has been no letup—in fact, some increase—in the trends that have been underway in Iowa throughout this century. Iowa is becoming more urbanized; some sections, such as east-central Iowa, show this quite distinctly. Populations have grown in our largest cities and towns, while many of the more rural counties have had declining populations. Farms are becoming larger, and fewer persons are operating them.

What are some of the figures on these trends?

Let's take farm size first. In late 1959, the average for Iowa farms was 194 acres—17 acres larger than in 1954, 25 acres larger than in 1950. The total amount of land in farms has changed little. So larger farms mean fewer farms. At the end of 1959, there were about 175,000 farms in the state—18,000 fewer than in 1954, 28,000 fewer than in 1949. Because of a number of factors, a farm family today can manage and operate a larger acreage. While there are fewer and larger farms, the typical Iowa farm still is very much a family farm both in organization and operation.

In terms of population, the 1960 census showed that our urban population increased 16 percent over 1950, while the rural population declined 5 percent. Now, 53 percent of our people live in cities and

towns of over 2,500 population. In terms of people, it seems to me that the facts say two particularly significant things: (1) Iowa is becoming more urban on the basis of where people live. (2) Fewer persons are earning their incomes directly from farming.

Do you mean that farming isn't as important in Iowa as it once was?

No, absolutely not. The growing population of the nation means that an abundant food supply is becoming increasingly important. What we see in these figures is simply that fewer people are producing more food. At present, one farmer is producing food for 25 nonfarmers. Iowa remains the synonym for farming throughout the nation. Farmers of the state bear an increasing responsibility to the people of the rest of the country.

Within Iowa there has been no decline in the importance of farming to the state's economy. Iowa farmers earn about 800 million dollars annually in personal incomes. At least a fourth of the state's people are engaged directly in farming. A great amount of Iowa's nonfarm industry is directly related to agriculture. This includes those industries which provide services to farmers and those engaged in processing and manufacturing which use the produce of Iowa farms as raw material.

You've said that Iowa is changing rapidly in both social and economic aspects. What does this mean with respect to an educational service such as the Extension Service?

Let me start an answer this way. The County Agricultural Extension Law, under which Iowa co-operates with the United States Department of Agriculture in conducting extension work, makes this

declaration of policy: "It is hereby declared to be the policy of the (Iowa) legislature to provide for aid in disseminating among the people of Iowa useful and practical information on subjects relating to agriculture, home economics and rural and community life, and to encourage the application of same in the several counties of the state. . . ."

There are two particularly important phrases in that statement, it seems to me. One is that the "people of Iowa"—broadly—is the audience that we serve. The second is in the area of service—"useful and practical information." The trends that we see in Iowa suggest that we must define and constantly redefine what is truly useful and practical to the people of Iowa.

Agriculture and farming are of immense importance to all Iowans. Whatever affects agriculture affects the entire state. And those things which strengthen the economic and social vitality of agriculture are really "useful and practical information" for the people of the state.

Could you say more specifically what you mean by that?

I'm referring to understanding the broad changes that are affecting agriculture—understanding them well enough to adjust to them in practice and to deal wisely with them in terms of public policies. Among these are continuously modernizing technology—not in the sense of increasing output but in the sense of increasing efficiency to allow the steady decline in the proportion of our national income that must go for food to continue. I mean finding effective ways to use the greater ability of farmers to efficiently produce food and fiber; altering when necessary and stepping up the efficiency of the marketing and distribution system; understanding the nature of changes in agriculture as an industry and the changes between it and the nonagricultural segments of our economy.

During the past year, the Extension Service completed and published its report of a 2-year study, "The Iowa Cooperative Extension Service Today: Its Scope and Responsibility." This study was carried out by more than 150 members of the Extension Service staff. It identified different kinds of educational needs of the people of Iowa for which the Extension Service already has competence and edu-

cational experience. It identified, in other words, the areas in which we believe the Extension Service can provide help to Iowans who are adjusting to the pressures surrounding them.

Could you report on some of the year's extension activities in terms of some of these areas?

Efficiency in Farm Production . . .

The area of efficiency in production has been a traditional focus of the Extension Service. And it's no less important to Iowa's farm families today. Our changing emphasis centers on the changing needs of the farm operator and his family. We're seeing the appearance of a new kind of farmer in Iowa. He's a professionally oriented man who sees his farm as a business, rather than solely "as a way of life," and he sees himself as the manager.

This "new" farmer operates a highly capitalized business. He's increasingly in the cash market, buying production items—fertilizer, feed additives, machinery, etc. His income is from sales on the market, and the family buys rather than raises the goods used in family living.

In such a situation, a farm's efficiency of production depends on cost-price relationships within and among all of the enterprises that make up the business. Thus, today's farm operator needs both specific and general knowledge.

How is the Extension Service trying to serve these dual needs?

In several ways. Let's consider education on the technical aspects of farming first. In the field of agronomy, we've concentrated on "short courses" for farmers particularly interested in the principles of scientific agriculture. About 1,000 farmers in 19 counties took part in the past program year. Meetings were in county groups, 1 day each week for 3 weeks. The course was taught by extension agronomists and the content covered fundamental principles of crops and soils. These included the physical and chemical properties of soils, erosion control, how plants grow and take up nutrients, and the principles involved in fitting management practices to production.

That sounds like pretty stiff subject matter for a concentrated short course. What did the farm operators who took part think of it?

When we asked each one, "Would you like to participate in more meetings of this kind?" almost 100 percent said yes.

Similar approaches are now being used in teaching the principles of animal nutrition. Other subjects will be handled in this way, too.

You mentioned earlier that past extension programs concentrated on specific problems of farming and farm practices. Don't these same kinds of problems still exist?

Yes, of course. The spring of 1960, for example, was late, wet and cold, and corn and soybean plantings were delayed past the usual time. Extension specialists were able to respond quickly to help in overcoming the problems that come with such a sea-



Eighteen Iowa citizens serve as advisors to the Cooperative Extension Service at Iowa State. Advisory committee chairman Max O. Naylor (center) meets with assistant directors Maurice Soultz and Louise Rosenfeld (left) and with Marvin Anderson, associate director, and C. J. Gauger, youth leader.

son. They advised on tillage systems to save time in seedbed preparation and furnished recommendations on shorter-season varieties, on pre-emergence weed-control chemicals to counteract what could have been severe weed problems, and on soil insecticide applications to limit damage by these pests which thrive under such conditions.

Extension specialists used mass media to spread this assistance throughout the state. In the span of a few days, an all-out effort was readied with newspapers and with radio and television stations who gave outstanding cooperation.

Are there other examples?

Far too many to mention here, but let me mention just two. Dairying has long been a leading farm industry in Iowa. New developments in feeding, housing, mechanization and transportation have spurred increasing efficiency on the dairy farm. Production testing has become more and more important as a means of efficient production.

The steady increase in dairy cows on production testing has now reached 11 percent of all cows. Directly supporting this need, extension specialists trained 33 persons as testers and advisers to dairy-men in testing associations. The newest development in dairy testing employs modern computing machines. These process data and provide information to a producer that would require much more time and expense if hand-calculated. Iowa State is providing direction in this developing service and is currently processing data from herds in six states. In 1959-60, the number of Iowa herds using this method jumped from just over 700 to almost 1,150.

Another area of specific help is farmstead engineering. This is a relatively new field of interest among Iowa farmers. As they've increased their production efficiency, it has meant new equipment and buildings as well as labor-saving methods. Many want to plan ahead—so that units or equipment added now or planned will be adapted for present handling methods but have flexibility for whatever innovations are waiting in the future.

This interest has been expressed in requests for assistance from the Extension Service. This is a specialized kind of help. Agricultural engineers have established many demonstrations of planning, and they've helped county extension staffs gain the planning competence needed. During the last year, 60 members of county staffs were trained to give this kind of service to farmers in their counties.

What other kinds of services are involved in the area of efficiency of farm production?

The kind of work illustrated by the two examples just mentioned represents the bulk of our service in this area. But I do want to mention another important kind of service that we attempt to provide. This deals with efficiency questions that are broader than a single farm—individual farms are certainly affected, but the problems can't be solved unless *most* farmers take action.

An example from the 1959-60 year is the work which extension veterinarians and county staff members spearheaded on area control of brucellosis.



As in this photo, the most talented of Iowa's 4-H clothing project members model their own creations at the 4-H Dress Revue during the Iowa State Fair each year.

Most of us are familiar with the cost of brucellosis in terms of herd infections and of the public health hazard of the human form, undulant fever. Iowa hasn't had a law for compulsory cattle testing, though voters may petition to make testing compulsory for all herds in an area. Working with state and federal veterinarians, extension specialists and county staff members have undertaken the responsibility for a sizable educational program that goes with petitioning and testing.

The educational efforts—involving both meetings and mass media information—help the people in an area to understand the testing program, the hazards of the disease and the practicability of control programs. By last fall, 73 Iowa counties had petitioned for compulsory testing; 54 had tests under way, and 4 were certified as brucellosis free.

Marketing . . .

Another area of extension work concerns the marketing, distribution and use of farm products. What does this mean in terms of what the Extension Service does?

The "Scope Report" that I mentioned earlier lists three goals for the Extension Service in this area: (1) serve individuals who produce farm products, (2) contribute to effective operation of the marketing firms and (3) serve the interests of society as a whole.

What are some examples of what the Extension Service is doing along these lines?

First, let's consider producers of farm products. During the last year, county extension staffs asked for specialist help in fitting marketing information into the management of a swine enterprise. This kind of "wedding" between what have been regarded as separate areas of subject matter is becoming more and more common.

A marketing-management clinic in Buchanan County illustrates the approach. On the management side, presentations covered feed returns for hogs as compared with other livestock, labor needs, production costs with different systems of manage-

ment, and feeder pigs. Covered next were the marketing considerations which can affect management decisions — seasonal marketing patterns, quality, methods of selling, price and marketing margins, etc. There was emphasis on the kinds of market information available, the sources and on how to use this information in making decisions.

Work with marketing firms is an important and growing area. We've reported in the past on how extension specialists have helped small creameries analyze their operational alternatives as competition has quickened. This work continues. But let me mention a different, more general, effort carried out last year with grain marketing firms.

Extension specialists conducted a 2-day workshop for 70 Iowa elevator managers, emphasizing business management and concentrating on the efficiency of personnel employed by an elevator company. This kind of educational work, we believe, improves the efficiency of the firms in the marketing system, benefiting both producers and consumers.

It's true, isn't it, that both state and federal programs provide market information for both marketers and buyers?

Yes, the Extension Service attempts to work with both groups. On one hand, we work with the private and government groups which serve the market system — market reporters, product developers, equipment manufacturers and others. Using Iowa State's radio station, WOI, the Extension Service presents almost 2 hours of marketing information every marketing day.

The Agricultural Marketing Service, USDA, has active research projects all over the country. For the findings to be useful to producers and marketing firms, they must reach the persons who can use them. We have extension specialists in livestock, poultry, grain and dairy marketing who concentrate on this job.

Consumers are interested in marketing, too. We emphasized two approaches in serving these interests last year. One was the weekly preparation and distribution of the "Iowa Consumer's Guide" to keep county extension staffs informed on a wide range of price, supply, outlook, quality, storage and other information related to consumer buying. The county staffs, in turn, were able to make the information available to many others. A second approach was made through mass media. Iowans served by 12

radio stations could hear weekly reports on supply and price facts about commodities.

Consumers also are interested in things other than food. Last year, extension specialists carried out educational programs on consumer buying of clothing, furniture and furnishings, home appliances and other products. Interest is growing in consumer buying as a part of the job of managing a home.

Conservation . . .

How does the Iowa Extension Service come to grips with an area as broad as the conservation and use of natural resources?

In studying our responsibility in this area, we identified what seem to be the five leading natural resources of the state—land, water, woodlands, wildlife and natural beauty. The past year brought shifts in emphasis and activity for each of these.

What happened in the area of soil conservation?

The Extension Service has been vitally interested in soil conservation for a long time. We were again active in education related to watershed development and cooperated in preparing a guide to improved land use in the state. This was a technical publication, "Estimated Crop Yields on Iowa Soils." The word, conservation, doesn't appear in the title, but the information in the bulletin is basic to sound conservation and land use. Prepared for technical specialists, the bulletin compares the yield potentials of major Iowa soils when corn, soybeans, oats or hay are grown. The erosion hazard is identified along with several other characteristics important in conservation.

Management . . .

What is the purpose in this area, "Management," and what is management education?

There are two kinds of educational help that the Extension Service offers. One deals with the management process as a technique. The other is an attempt to deal with specific information in what we call a "management framework." By this, I mean that we recognize that there's no one answer to a certain kind of problem. The "right" answer depends on many things that are special or unique to the farm or person concerned.

Consider cattle feeding. The nutrients that cattle need can come from a whole list of combinations of different feeds. The rates and costs of gain may vary with different combinations. Our animal husbandry specialists and county staffs took a new approach last year on education related to cattle rations. They compounded many rations for each of several different feeding situations. Any of the rations could be used efficiently by a cattle feeder. But his best choice might be the one that uses the feeds that are most available and cheapest for him and which give the kind of gain he wants.

That is what we mean by presenting information in a management framework. We're providing the technical information that a cattle feeder can use to plan what is—for his resources, investment and program—the best ration for his cattle.



The Extension Service is host to thousands each year at the 18 outlying experimental farms to show the results of crops, soils and livestock studies. This aerial view shows part of the Grundy-Shelby Experimental Farm near Beaconsfield.

Facts and Figures



Cooperative Extension Service-1960

IN IOWA COUNTIES,

- 11,821 persons assisted extension agents in organizing and planning programs for adult and youth educational activities, supporting them with local funds;
- 64,159 voluntary leaders and approximately
- 5,000 organized groups and agencies assisted the
- 280 professional county extension agents in carrying out the county educational programs. The county staffs are employed jointly by local county extension councils and

IOWA STATE UNIVERSITY, where

- 42 supervisors, service personnel and administrators supported and coordinated activities between county, state and federal levels, using state and federally appropriated funds;
- 85 extension specialists prepared educational materials and assisted in training agents and leaders for county programs, drawing information from research at Iowa State and from the

U.S. DEPARTMENT OF AGRICULTURE, where the

Federal Extension Service brought together, for the use of all states, information from programs from all of the land-grant colleges and universities, allocated federal appropriations to the states and provided technical assistance.

Among many other activities,

MEMBERS OF THE COUNTY EXTENSION STAFFS:

- Participated in 49,042 meetings attended by 2,744,066 people
- Made 79,244 farm and home visits
- Had 282,384 office callers seeking information
- Received 277,032 telephone calls
- Devoted 45,758 days to adult work; 32,112 days to youth activities
- Distributed 1,210,963 publications
- Wrote 42,014 news stories
- Made 5,097 radio broadcasts and 436 telecasts.

MEMBERS OF THE STATE EXTENSION STAFF:

- Attended 7,583 educational meetings
- Wrote 49,548 letters in response to individual requests
- Prepared 3,109 press articles
- Participated in 2,218 radio broadcasts and 1,373 telecasts
- Prepared 1,319 different publications, with a total of 3,642,743 copies

4-H MEMBERSHIP INCREASED

Enrollment increased from 54,090 to 54,286

4-H girls enrolled.....	27,826
4-H boys enrolled.....	26,460
10 years and under.....	8,466
11 years.....	9,141
12 years.....	9,625
13 years.....	8,025
14 years.....	5,947
15 years.....	5,076
16 years.....	4,044
17-20 years.....	3,962

MORE RURAL-NONFARM AND URBAN YOUNGSTERS IN 4-H

	1959	1960
Farm.....	44,425	43,637
Rural nonfarm.....	4,866	5,129
Urban.....	4,799	5,520

You mentioned teaching management as a process. What do you mean by this?

This is a relatively new area of emphasis. We've been working at it with the Farm and Home Development Program for younger farm families since 1954. This program, incidentally, expanded again last year, with more than 2,100 families now taking part. But we've just begun to assume responsibility for meeting the management needs of more persons and groups.

In a sense, 1959-60 was a "tooling-up" year. Management teaching is a complicated process. Training in management was a major effort within our entire field staff last year. We conducted four 1-day sessions as part of our regular conferences of field staff workers. Specialists in management from Iowa State conducted these "classes" in management. We believe that our staff is now prepared to make management training—both in formal and informal situations—widely available in the state in the years and months ahead.

Are you concentrating only on farm and home management?

We won't limit ourselves to these, though they'll probably be among the most important areas. But management is a "competence" that can be applied in many kinds of activities—from decision-making in a family or firm to the business of organizing and managing the resources of a community by the citizens who live there.

Family Living . . .

You've been emphasizing, Director Anderson, that changing situations are demanding changes in educational methods and programs. Are the forces affecting Iowa families bringing changes in family living education?

There's no doubt that the problems facing families are changing, and our extension programs for the family are changing with them. One of the first significant changes has been what we call an "integrated plan of work." Subject matter specialists, county extension home economists and the family living program committees in the counties now look at family education needs in family-centered terms, rather than in terms of certain subjects.

For instance, the major disciplines or fields of subject matter represented in our home economics

staff are foods and nutrition, textiles and clothing, home furnishings, applied art, housing, household equipment, child development and family life, and home management. Each of these is a specialized field, and we formerly developed our educational programs pretty much according to these areas.

In our 1959-60 program of work, however, the main areas were human relationships, management, consumer education, optimum physical and mental well being, and community affairs. Each of these, I believe, is family centered. These are the kinds of problems that families face.

Could you give some examples from what was done last year?

Let me mention just a few. Have you ever considered foods as a part of family relationships? Think of the great growth of popularity of picnics and backyard cooking. This encourages a kind of satisfying family recreation, and it offers a means of expressing a family's hospitality to friends. Twenty-one counties offered education on outdoor cookery in their educational programs last year.

Teenager-parent relationships are of vital concern to many Iowans. The Extension Service conducted programs on this subject in 63 high schools last year—involving 4,500 parents and nearly 18,000 youngsters. A related series of five television programs was presented in the Cedar Rapids area.

One area that you mentioned was management. All subjects must fit in that.

They do, and more and more the focus of our educational programs—in home economics as well as agriculture—is on the management approach. Almost every program could be described under this heading. Let me illustrate this with a resume of programs that are distinctly management and in which the family is vitally concerned.

In the 1959-60 program year, 80 counties conducted management education in Farm and Home Development where the young farmer and homemaker studied the management problems of both the farm business and the home; 60 counties offered programs directly dealing with management in some phase of family living such as credit, money management, time and energy, legal affairs, etc.

Another area that you mentioned was consumer education. You included this when you talked about marketing, but doesn't it have additional importance here?

Yes, nearly all subjects in the family living area are concerned with consumer education—buyman-ship and use of foods, clothing, equipment, furnishings, etc.

One of the most striking examples was carried out in Marshall County. The county home economist and her program committee were impressed by the number of working women in the county. They recognized that appropriate dress was an important factor in morale, safety and economy for these working women. Cooperating with Marshalltown merchants, the home economist and the program committee developed an educational program; a representative from every business that merchandized



Music and other cultural arts programs appeal to many Iowans. Here, directed by Max Exner, a women's festival chorus sings on the steps of Curtiss Hall on the Iowa State campus.

clothes for working women took part in the planning. The program itself included showings of appropriate dress and covered the principles of buy-manship. Both afternoon and evening sessions attracted standing-room-only participants. More than 1,000 women attended.

We've found television well adapted to consumer marketing education. An example last year was a series of telecasts in the Sioux City area. Subjects of the series dealt with buying and care practices for floor coverings, furniture, bedding, curtain and drapery fabrics, and wallpaper and paint.

What kind of activities are included in the area of physical and mental well-being?

These are the activities in which the Extension Service offers educational programs that help Iowa families protect or improve their physical health and their mental or emotional vitality. This includes many things, but I'll use just one example.

We hear much these days about Americans being overweight. Research at Iowa State has been the basis for some startling estimates of the incidence of overweight among Iowans. Overweight has been identified as a health hazard. Some authorities see some indication that emotional problems are associated with some persons' weight-control problems. During several years of educational work on weight control, the Extension Service has developed well-rounded programs to help Iowans meet the problem. One successful approach has been through organized group study of "Let's Reduce Sensibly."

Youth . . .

The economic trends and social changes in Iowa must be having some impact on young people. What has this meant to the 4-H program?

For many years, 4-H programs emphasized training in the scientific methods of farming and home-making. Now, it seems that half or more of today's farm boys may not be farmers, though they may have excellent opportunities in agriculturally related work. Perhaps about the same proportion of farm girls will be making homes in towns or cities. As the future for our youngsters changes, we try to change our educational efforts to make them of the most value.

What kinds of changes are taking place?

One basic change is a subtle one. The 4-H member's project—whether livestock, gardening, dress-making, meal preparation or one of many others—has always been a major focus. This has been unique to 4-H, and it has been and still is a great source of interest and motivation to youngsters.

The change, however, is toward regarding the project as a means to something more basic than simply an end in itself. We emphasize that the project can be a powerful force in advancing the development of a youngster as a person. The point is that our concern is that work with a project helps the *youngster*. This is the basis of our evaluation, not just how excellent a project the youth developed.

Does this mean that the traditional 4-H shows are on their way out?



Work continued last year in developing facilities at the State 4-H Camping Center to meet the swelling tide of campers; more than 7,500 persons took advantage of the facilities last year.

Not at all. These offer experience and opportunities for personal development that are as sound as they ever were. It does mean, I think, that the measure of value of the 4-H program is the person; that is, the boy who holds the halter rope and, only indirectly, the ribbon awarded to the calf at the other end.

Some of the other changes in our 4-H activities are more obvious. Accepting the likelihood that many of today's farm youngsters will move, we can ask ourselves what kind of help we're giving them in looking ahead to their futures. Educators use the term, career exploration, to describe this kind of program. During our last program year, seven counties launched the study of career opportunities.

Somewhat different approaches were taken in the counties, but there was a common theme. Basically, the Extension Service acted as an initiator. Many local groups and agencies are interested and concerned in career exploration for the youth of the community. Extension personnel helped community groups get together to consider their needs and to plan programs.

The program in west Pottawattamie County is a good example. With other cooperating groups, the Extension Service held five meetings for young people interested in careers. They probed seven main areas: current situation in farming; self-analysis; opportunities for nonfarm work; job opportunities requiring college training; those requiring less than college training; interviewing for a job; and tours of businesses and industries in Council Bluffs.

Meanwhile, at least 33 counties have started the groundwork for career study by young people.

Community Improvement . . .

What is the Extension Service doing in the field of community improvement and resource development?

This area is such a big one and with such a wide range of problems that it's hard to describe. In broadest sense, the Extension Service efforts in 5-year program projection are related to the educational needs within changing communities. These efforts have brought community leaders together to study and identify the main educational needs of the county. The extension programs are being developed to serve those needs.

We see three main educational functions for the

Extension Service in terms of helping the people of a community: first, helping them to discover what constructive steps can be taken to serve their own interests, individually and as members of a community; second, helping them appraise the resources and opportunities available; third, helping them organize themselves and to move in realizing a community's potential.

Public action involves many steps—whether the action is to study, to organize or to actually do something. One crucial step is the emergence of leaders and the development of their ability and understanding of problems. Such persons often turn to the Extension Service for help. Just one example of this kind of service to communities is the Iowa Christian Rural Institute. Changing social and economic conditions have brought many real problems to Iowa churches. The Extension Service conducts this annual institute as a way to provide factual information and study opportunities to clergy and the lay leaders of rural churches.

We hear a lot about industrialization, community improvement projects and the like. Is the Extension Service active in these areas?

On a county-by-county basis, yes. County staffs have long been recognized as sources of help in a variety of community improvement programs. We've helped in landscape planning for parks, playgrounds and public buildings and have been asked for technical assistance on many questions such as land development, zoning, etc.

It's becoming increasingly clear, however, to social and economic observers that community improvement demands more than isolated and occasional projects. They may be quite worthy and important individually, but they don't necessarily hit at the real foundation of community improvement concerns.

What can the Extension Service do about this?

Quite a bit, and we're under way. One of the real competences of our extension staff and the research staff of the College of Agriculture is the ability to gather and to evaluate facts and then to help local persons use them in effective study of problems.

During the past year, we undertook a comprehensive study of the impacts of social and economic change in a 10-county area of southern Iowa. There are clear evidences in that area of the effects of a shrinking economic base and a declining population. Through these studies, analyses have been made that will help future efforts in community improvement and resource development. In developing the essential information on which educational programs in that area may be planned, we've developed methods of study and analysis that will be of help as more communities seek to act for improvement and resource development.

Public Affairs . . .

What is the Extension Service doing in the area of public affairs and what does this kind of activity include?

In describing public affairs as an area, we generally mean problems that are truly public in nature—problems that can't be solved by individuals acting individually and privately. The process is essentially political in which people must harmonize their various interests and viewpoints. We call it a political process, but it doesn't mean that we deal only with questions that will eventually be taken to the ballot box. The Extension Service, of course, doesn't get into partisan politics, but we give strong emphasis—and have since World War II and before—to helping people study and understand issues that are of public concern.

Do you have a good example of this kind of work from what was done last year?

I would cite the training work which increased our extension staff's ability to conduct public affairs education relative to the "farm problem." Sound and objective education in public affairs requires a solid grounding in facts. This is both obvious and essential. Last year we emphasized training for county staffs so that they could competently conduct study and discussion programs.

We offered a series of training schools to county staffs on a voluntary basis. Every county staff was represented by at least one member. The subject matter of the series was both broad and thorough. It dealt with the significant historical events and legislation affecting agriculture, factors affecting the supply and demand for farm products, economic analyses of alternatives in farm policies and the methods and "obstacles" of formulating farm policies. Staff members were trained in these courses and, in turn, held almost 300 meetings on farm policy education. More than 8,000 persons attended these meetings.

Again, a major force in public affairs education was the Center for Agricultural and Economic Adjustment. Most notable, perhaps, was educational work with nationally recognized magazines and newspapers. Conferences with their representatives emphasized the economic and social background of the "farm problem" and helped them become more familiar with the work of the extension services of the land-grant colleges in this area.



Public affairs is a growing area of interest in extension education. More than 54,000 persons took part in programs on citizenship and public affairs last year. Here, Hamilton County Extension Director Lynn Habben speaks to such a group.