MANUAL OF EXTENSION SERVICE ORGANIZATION AND METHODS

By

MARION W. SPIDLE

Head, School of Home Economics

Alabama Polytechnic Institute

Auburn, Alabama

LIBRARY

1941

Copyright 1941
Marion W. Spidle

PRINTED IN U.S.A.

AUBURN UNIVERSITY LIBRARIES
AUBURN, ALABAMA 36830

AU
S544.3
.A6S6
NOV 18 '64
CORNELL

cdo

TABLE OF CONTENTS

Foreword

Part 1 - History of Extension Service---------- Page 1

Federal Aid to Agriculture and Home Economics Education---------- 6

Home Economics Education Service in the Bureau of Home Economics and the United States Office of Education---------- 10

Vocations in Extension Service for Home Economists---------- 11

Measuring the Results of Extension Teaching---- 19

Extension Organization Bibliography---------- 25

Part 11 - Extension Home Economics - Home Demonstration

Introduction to Home Demonstration Work-------- 28

Qualifications and Ethics for a Home Agent----- 29

Organization of a Home Agent's Office Filing, Equipment, and Storage of Supplies----- 31

Organization of a County---------- 40

The Leadership Plan---------- 44

Subject Matter Presentation How To Give a Demonstration---------- 45

Extension Terms Defined---------- 53

Illustrative Materials---------- 56

How to Conduct a Club Meeting Parliamentary Procedure---------- 57

County Council---------- 63

131955

Publicity: Year Books, Circular Letters, Radio Talks, and News Articles---------- 64

A Study of Extension Service Methods Used in Teaching Home Economics Subject Matter to Adults- 71

Annual Meetings, Rallies, Tours, Camps, Picnics, Better Homes and Special Weeks, Fairs, Curb Markets, and Roadside Markets---------- 74

Agricultural and Home Economics Bulletins and Printed Matter---------- 79

Bibliography---------- 81

Part lll - 4-H Club Work

The National Organization and How It Functions--- 84

County Organization and Program Planning--------- 86

Presentation of Subject Matter to 4-H Club Girls Through Team Demonstration---------- 91

Leadership - Topic for Group Discussion---------- 99

Competitive Methods of Stimulating Interest------ 104

4-H Camps; How to Organize, Location, Activities, Aims, and Objectives---------- 106

Bibliography---------- 113

FOREWORD

This manual has been written in the hope of giving to college students interested in Extension Service an outline to guide them in their chosen field of work. Something of the history of this splendid service has been outlined to build up background and appreciation of what the national government is doing in the way of an educational service for our rural people.

The program, including the mechanics of the extension organization, has been presented to show the framework that such a large, penetrating service has to have to function effectively. Also, some space has been devoted to qualifications, educational standards, and ethics of personnel.

It is the desire of the writer that the material in this manual will give to students majoring in Home Demonstration work a clear conception and working knowledge of the principles of Extension Service. That it will build up high ideals, standards and aims in teaching rural youth and adults. That it will help to instill a love of service that will bring to the rural folk of our country a greater appreciation of their resources and a greater vision of the good life.

The writer would like to acknowledge the splendid encouragement and assistance given by Elizabeth S. DeLony, Girls State 4-H Club Leader for Alabama. To the college students majoring in Home Demonstration work who have been a constant inspiration and reminder of the classroom needs for a manual of this nature, the writer expresses appreciation. Thanks are also due to members of the Alabama Extension Service for permission to use certain materials from their files and to Bertha B. Hull for her generous time and efforts in typing and arranging the materials for this manual.

M. W. S.

SERVICE

"He serves best who loses himself in work

for the good of all."

ACHIEVEMENT

It's doing your work the best you can and

being just to your fellowman.

Philosophy of Play
John Bradford
Playground Recreation Association
of America

PART 1

HISTORY OF EXTENSION SERVICE

HISTORY OF EXTENSION SERVICE

The type of educational service rendered to the rural folk of America by the United States Government is known, understood and even appreciated by many people, but there are far too many in our land, principally urban and city dwellers, to whom the Extension Service is just a name. To a greater number the United States Department of Agriculture is just another Bureau that "does something" for the farmers of the land.

In the last ten years the knowledge of Extension Service has increased among the cross-cut population of the United States because of the depression and the necessity of urban folk to go back to the land to make a living. This necessity has brought with it a knowledge of the service the government is giving to the farm family. They have sampled it and found it good. They have found it, possibly, through the various government agencies' efforts to recondition worn out land, remodel inconvenient, delapidated farm homes and plant diversified crops that would yield an adequate living.

Today many factories and business enterprises have reopened for business, but not all of the people who left the small towns because of unemployment and moved to the country have moved back to the city. Many found the good life in the country and remained to improve and enjoy the life they had been forced to understand.

An organization such as the county agent's work did not come into being, fully developed, over night or because the economic condition of our country disintegrated. It was already here. It had been functioning for may years, giving aid to the largest vocational group in our country, namely, agriculture.

Need has always been the watchword for the major interest in agriculture, but out of the knowledge that provoked this need has grown interest and later a genuine love for the soil. It was through this inborn necessity that extension work had its initial start one and one-half centuries ago. In 1785 * the first public attempt to aid the farmer was begun in Pennsylvania and was known as the Philadelphia Society. This society was formed to acquaint the members with the newest improvements in agriculture and to disseminate agricultural information through public newspaper articles and lectures.

The next move in this informal type of education came from Massachusetts. In 1792 * another society was formed and recommended that members in different parts of the state meet and invite others to join them in their study of agricultural problems.

---

*History of Extension Service - True, A.C. P.3

This was the first ateempt to spread the movement through other similar organizations. To promote these organizations the first circular letter was sent in 1812* to 1,000 farmers. As a result several towns organized new societies.

These big states or regional societies formed county organizations, making the first county units. To these units we owe the first county fairs. They not only sold animals, held competitive exhibits of agricultural products, but had educational addresses on agricultural subjects by college trained men.

Dr. Alfred Charles True, in his History of Extension Service, states that such speakers as John Lowell, at Brighton, Massachusetts, in 1818, made the first public address in the interest of agriculture. In rapid succession other demands followed. Prof. Mitchell, of Columbia University, talked on the "Relation of Chemistry and Other Sciences to Agriculture." The Farmers Club of New York asked the Society for Promoting Agriculture, Manufacturing, and Arts for public speakers. Out of this demand for trained speakers on agricultural subjects the Rensselaer Institute at Troy, New York, was established in 1824 to train persons in "Science and Its Application to Common Purposes of Life" so that they might go out and instruct farmers and others by lectures in towns and school districts. Amos Eaton's popular lectures were responsible for the growth of this plan. It was the principle upon which our Land Grant Colleges were founded.

The first felt need for county agents' work was in 1843* when the New York Assembly suggested that "the legislature authorize the State Agriculture Society to employ a practical and scientific farmer to go out and give lectures." The plan was so popular the legislature adopted resolutions approving the plan and continuing giving addresses at stated intervals.

In Ohio in 1845*, N. S. Townsend, who later became Dean of the College of Agriculture, suggested that there be State Agriculture Societies or Boards of Agriculture. Dr. Townsend also advocated farmers' clubs in every township with monthly meetings. These were the first county meetings to be held, a plan so familiar to every farmer today.

Oberlin College, Ohio, was the first college to offer courses in agriculture. Dr. Townsend and three other professors undertook to give "three months courses in sciences and their application to agriculture." They were not popular courses and only a few students attended these classes. The popular trend in college curricula in 1856 was for the professional degrees in medicine, law, and the ministry. The same experience resulted when lectures were given at Cleveland College. Other colleges

---

*History of Extension Service - True, A-C-PP:3-4

offering work in agriculture were Maryland, Pennsylvania, and Michigan Agricultural Colleges.

Early in 1852 the Massachusetts State Board of Agriculture established the first Farmers Institute.* The Secretary was obligated to visit the various agricultural districts of the state and lecture on the practice and science of agriculture. The extension subject matter specialist today had the beginning of their work in these meetings. After several of these institute meetings the secretary reported in an address that "the farmers wanted home education stressed through their clubs and that discussions be held and comments made on agricultural chemistry and geology. That women should be invited to these meetings and some subject, as butter-making, be studied." Thus women in 1853 were considered an important and necessary part of education in farm and home planning.

In this same year it was recommended that state aid be provided and that all isolated Farmers Clubs be united into one grand and cooperative system of popular agricultural education under the auspices and patronage of the state.

Soon after the advent of state aid agricultural societies found it necessary to protect themselves against fraudelent commercial companies. In 1857* the Connecticut Society took steps to prevent "Frauds in Commercial Manures.....and suggested a trustworthy chemist be employed to analyze every year all the manures that came on the Connecticut market."

In New Haven in 1860 Prof. Norten of the Yale Scientific School, attracted much attention with his agricultural experiments. He was the first to give a public, practical demonstration by illustrating his lecture on sheep husbandry by bringing three sheep upon the stage. Five hundred people attended this lecture and interest in agriculture was rapidly growing when the Civil War broke out. The war prevented the Yale plan of using practical demonstration exhibits from being repeated in other sections of the country.

After the war, interest in agriculture was vigorously renewed and public meetings, institutes, conventions and lyceums courses were held in Nebraska, Kansas, Illinois, Missouri, Iowa, New Hampshire, Vermont, Pennsylvania, and New Jersey* This spread of information on agricultural subjects indicated the ever widening area of the various states interested in organized societies. Many of the State Boards of Agriculture appropriated small sums biennially for the expansion of the work for the farm-

---

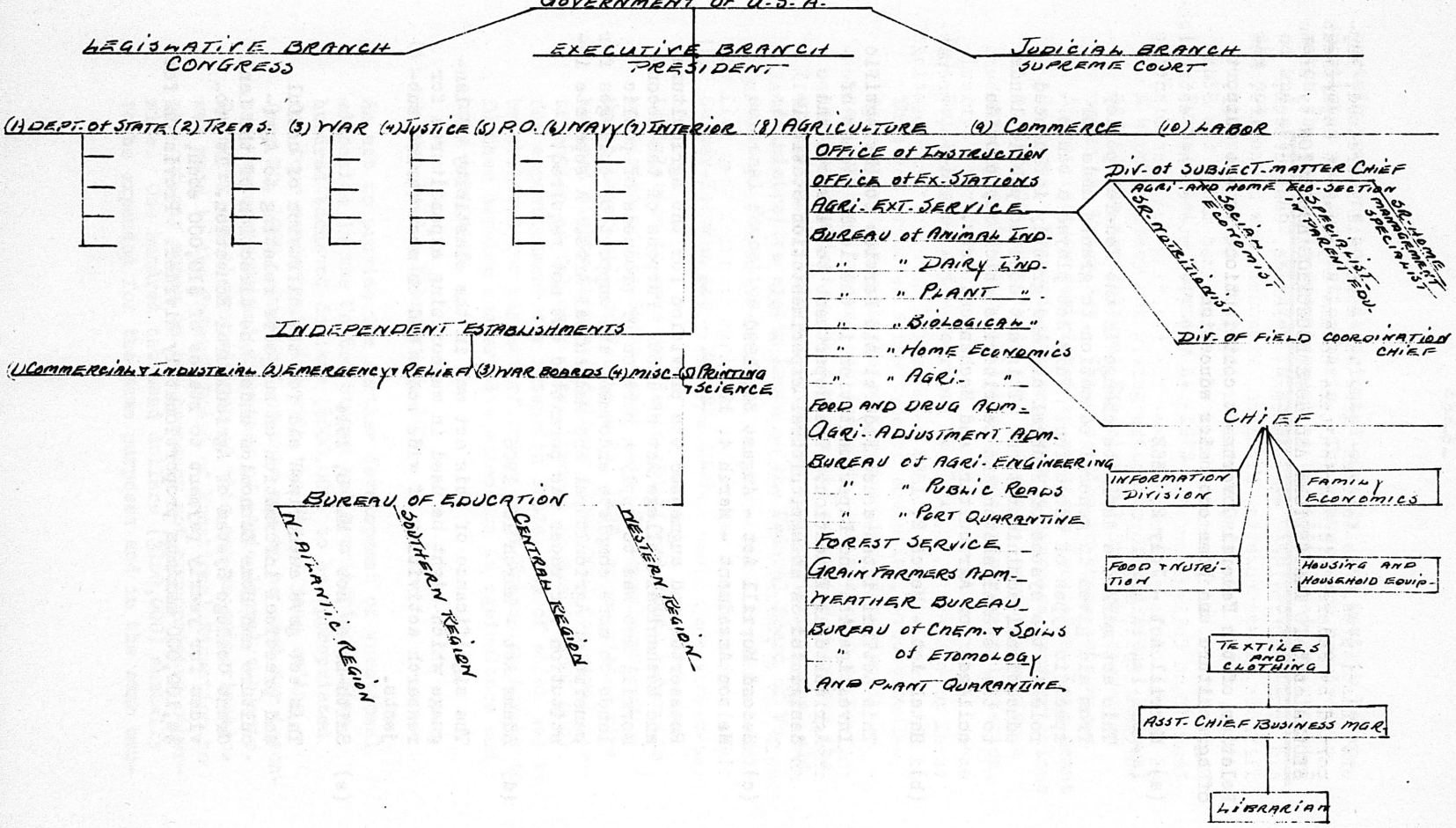
* History of Extension Service - True, A.C. pp. 55

ers' institutes. As interest grew and state aid increased, supported by Federal Aid, Agriculture became a permanent department of the state. The fifteen states conducting institutes by state aid from 1880 to 1900, were Alabama, Colorado, Connecticut, Illinois, Massachusetts, Michigan, Missouri, New Hampshire, New Jersey, South Carolina, North Carolina, Ohio, Pennsylvania, Rhode Island, and Vermont. Six were organized under the State Land Grant College provision and twenty-five states had established a more or less permanent base for teaching and disseminating information in Agriculture.

ALABAMA

In Alabama the State Agricultural College at Auburn encouraged farmers to hold meetings for discussion of agricultural problems. J. S. Newman, Professor of Agriculture, proposed an agriculture revival to be promoted through "camp meetings".

This plan was adopted by the Barbour County Agricultural Association and annually they would hold a camp meeting on the fair grounds near Eufaula. At the first of these meetings, July 10, 1884, Professors Newman, Stubbs, and Mell were the speakers. The minutes of the meeting recorded that "the farmers in attendance are expected to hold love feasts, class meetings, and experience meetings in which they will unreservedly swap ideas and compare experiences."


GOVERNMENT OF U.S.A.
LEGISLATIVE BRANCH
CONGRESS
EXECUTIVE BRANCH
PRESIDENT
JUDICIAL BRANCH
SUPREME COURT
(1) DEPT. of STATE (2) TREAS. (3) WAR (4) JUSTICE (5) P.O. (6) NAVY (7) INTERIOR (8) AGRICULTURE (9) COMMERCE (10) LABOR
INDEPENDENT ESTABLISHMENTS
(1) COMMERCIAL & INDUSTRIAL (2) EMERGENCY RELIEF (3) WAR BOARDS (4) MISC. (5) PRINTING & SCIENCE
BUREAU OF EDUCATION
N. ATLANTIC REGION
SOUTHERN REGION
CENTRAL REGION
WESTERN REGION
OFFICE of INSTRUCTION
OFFICE of EX. STATIONS
AGRI. EXT. SERVICE
BUREAU of ANIMAL IND.
" " DAIRY IND.
" " PLANT "
" " BIOLOGICAL "
" " HOME ECONOMICS
" " AGRI. "
FOOD AND DRUG ADM.
AGRI. ADJUSTMENT ADM.
BUREAU of AGRI. ENGINEERING
" " PUBLIC ROADS
" " PORT QUARANTINE
FOREST SERVICE
GRAIN FARMERS ADM.
WEATHER BUREAU
BUREAU of CHEM. & SOILS
" of ETOMOLOGY
AND PLANT QUARANTINE
DIV. of SUBJECT-MATTER CHIEF
AGRI. AND HOME ECO. SECTION
SR. NUTRITIONIST
SR. ECONOMIST
SR. SPECIALIST IN PARENT EDU.
SR. HOME MANAGEMENT SPECIALIST
DIV. OF FIELD COORDINATION CHIEF
CHIEF
INFORMATION DIVISION
FAMILY ECONOMICS
FOOD & NUTRITION
HOUSING AND HOUSEHOLD EQUIP.
TEXTILES AND CLOTHING
ASST. CHIEF BUSINESS MGR.
LIBRARIAN

FEDERAL AID TO AGRICULTURE AND HOME ECONOMICS EDUCATION

Relation of the Federal Government contributions to the support of agriculture and home economics education.

(a) Morrill Act - July 2, 1862

This act marked a definite change in the Federal policy from aid given in general education to grants made for specific types of education. This act played a basic role in the system of Federal aid and greatly influenced educational administration. This act donated public lands to the several states and territories which may provide colleges for Agriculture and Mechanical Arts.

(b) Hatch Act - March 2, 1887

This act initiated a new Federal Aid Service for Scientific Investigation and Experimentation in the local fields of Agricultural Education. The department to be known and desiganted as an Agricultural Experimentation Station.

(c) Second Morrill Act - August 30, 1890
Nelson Amendment - March 4, 1907

Reasserted and augmented the provision for the Agricultural and Mechanical College Act of 1862. Purpose of the second Morrill Act was to apply a portion of proceeds of public lands to more complete endowment and support of colleges for benefit of Agricultural and Mechanical Arts. A separate institution for races was permitted but not required.

(d) Adams Act - March 16, 1906

The significance of this act was in the elasticity of language which might be used in authorizing expenditures for research activities of wide scope and on most varied subjects.

(e) Smith-Lever Act - May 8, 1914

This act gave authorized aid for the diffusion of useful and practical information on subjects relating to Agriculture and Home Economics under the direction of the Land Grant College System of Agricultural Education. It provides for yearly payment to states of $10,000 each, $4,100,000 maximum proportionately divided. Provision for

certain portions to be distributed equally, the rest to be apportioned on a population basis. The states were required to match the available amount equal to the additional sum received and such funds expended in accordance with provisions of the act.

(f) Purnell Act - February 24, 1925

A supplementary act giving extension of additional Federal Aid to the Agricultural Experimental Stations operating under the Hatch Act. The exception to these acts were: Appropriations restricted to stations located at Land Grant Colleges. New stipulations were to increase appropriations to $75,000 annually to each state and territory, making a maximum of $90,000 available to each experimental station.

(g) Smith-Hughes Act - February 23, 1917

This act promoted a new type of education,--vocational--by cooperating with states in promoting education in agriculture, trades, and industry, and teaching of vocational subjects. To appropriate money and regulate its expenditure. This act developed an important federal aid administrative system known as the Federal Board of Vocational Education.

(h) Capper-Ketchum Act - May 22, 1928

Legislation to make available additional funds under the provision of the Smith-Lever Act. The supplementary / Smith-Lever bill of February 16, 1929, appropriated nine hundred eighty thousand dollars ($980,000) for equal distribution as follows: Five hundred thousand ($500,000) for apportionment for Extension Funds, 80% of which was to be utilized for payment of salaries of Extension Agents to further develop cooperative extension in agriculture and home economics.

(i) George Reed - February 5, 1929

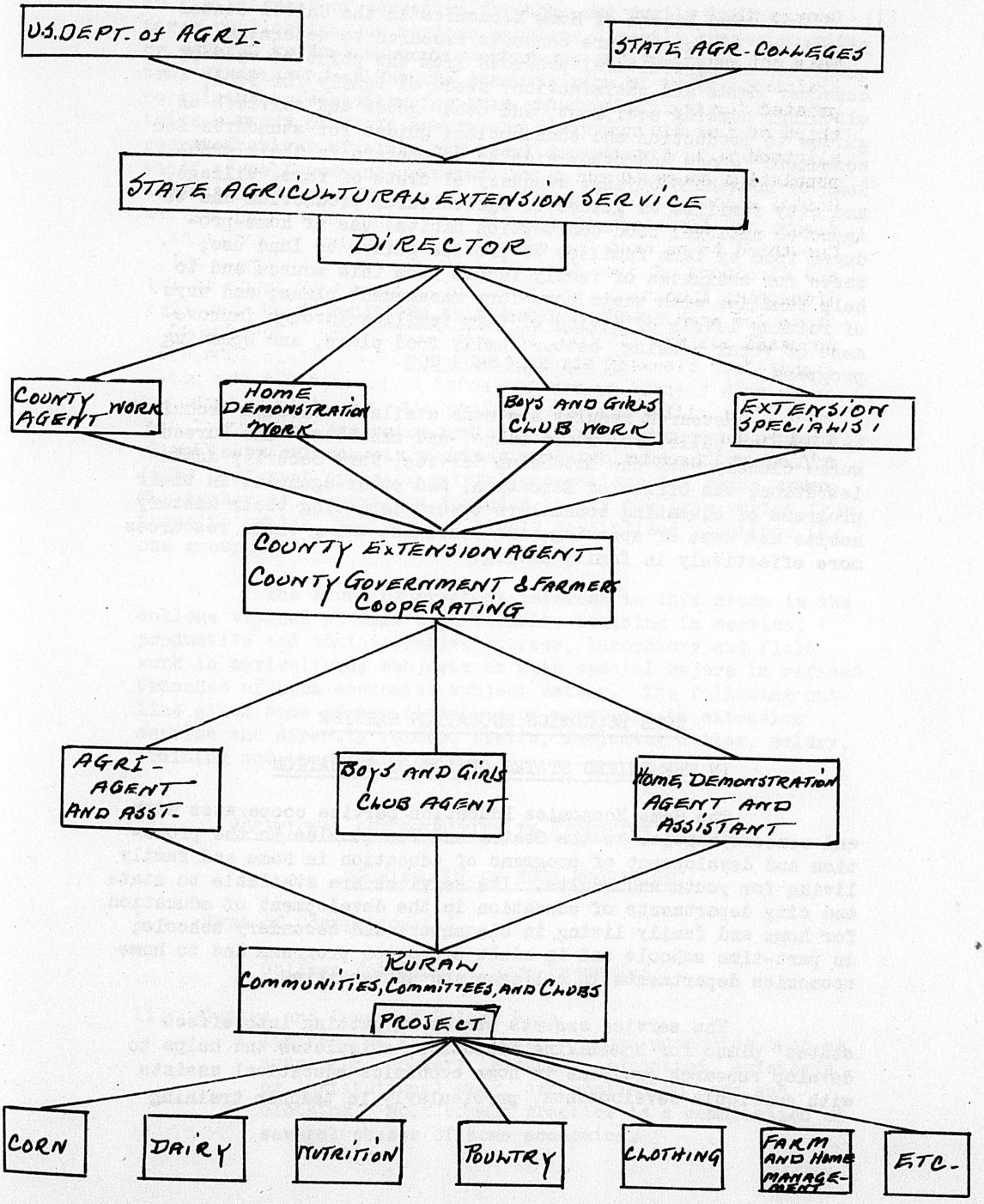
An act to provide for further development of vocational education in the United States and territories. Five hundred thousand dollars ($500,000) to be appropriated for four years beginning with the fiscal year ending June 30, 1930. One-half of this sum to be used for teachers, supervisors and directors of agricultural subjects. To carry out the provisions of this act an authorization was made to the Federal Board of Vocational Education to pay out any money in the treasury not appropriated otherwise. One hundred thousand dollars ($100,000) annually to be expended for the same purposes and in the same man-

ner as act of February 1929. Total funds being divided equally between Agriculture Teaching and Home Economics Teaching.

(j) George Ellzey - May 21, 1934

This act provided for the further education of vocational training. Three million dollars ($3,000,000) was appropriated for the fiscal year ending June 30,1937. One-third of the sum appropriated for each fiscal year was allotted to the states in the proportion that their farm population bears to the total farm population of the United States. To be used for salaries of teachers, supervisors and directors of agricultural subjects in such states. One-third to be used for salaries of teachers, supervisors, and directors of Home Economics and one-third to Trade and Industrial Education, provided the allotment of funds to any state for each of these three purposes be not less than five thousand dollars ($5,000) for any fiscal year. The sum of eighty-four thousand six hundred and three dollars ($84,603) or so much thereof as may be needed to be used for the purpose of providing minimum allotments to the states, authorized to be appropriated to the Department of Interior of the Office of Education for Vocational Education for each fiscal year.

FEDERAL AND STATE RELATIONSHIP



BUREAU OF HOME ECONOMICS

The Bureau of Home Economics in the United States Department of Agriculture conducts research to determine qualities of agricultural products from the point of view of consumer needs and satisfaction; needs of family for food, clothing, housing equipment, and other goods and services as guides to production and consumption; guides for standards for consumers' goods and other aids to homemakers in their problems of household buying; adequacy of diets of farm, village, and city families as guides to agricultural production and to improved national food-consumption habits; use of home-produced food by farm families to provide guides to land use, bases for estimates of family income from this source and to help families with their home-farm management plans; and ways of raising levels of living of farm families through improvement of rural housing, better family food plans, and spending programs.

Research results are made available through technical and popular bulletins, radio talks, and exhibits. The Bureau works closely with the Extension Service, Farm Security Administration, the Office of Education, and other agencies in their programs of educating homemakers toward improving their dietary habits and ways of spending, and otherwise using their resources more effectively in family living.

HOME ECONOMICS EDUCATION SERVICE

IN THE UNITED STATES OFFICE OF EDUCATION

The Home Economics Education Service cooperates with and renders service to the States and Territories in the promotion and development of programs of education in home and family living for youth and adults. Its services are available to state and city departments of education in the development of education for home and family living in elementary and secondary schools, in part-time schools and in adult education programs and to home economics departments in colleges and universities.

The service assists states in putting into effect states' plans for homemaking education, stimulates and helps to develop research programs in home economics educationl assists with curricula developments, particularly in teacher training

institutions and in connection with state-wide studies of the curriculum; assists in making cooperative studies of Home Economics departments in colleges and universities; cooperates with other government agencies and with national organizations in the interest of education for home and family living; prepares publications on various problems directly connected with or related to home economics programs; and functions as a central clearing house for the dissemination of information pertaining to education for home and family living. It maintains a staff of field agents who visit schools to advise with representatives of state and local departments of education and staff of colleges and universities on problems of home economics education.

VOCATIONS IN EXTENSION SERVICE

FOR HOME ECONOMISTS

Home economics training in academic, trade, vocational or technical schools provides some two hundred twenty-five (225) different types of gainful occupations for young women. The number of occupations included in any one type varies from three to twelve, making many highly specialized vocations in one group.

The group of greatest interest to this study is the college trained student with definite training in service, productive and administrative courses, laboratory and field work in agricultural subjects or with special majors in refined branches of home economics subject matter. The following outline gives some of the divisions of vocations in extension service and directly related fields, including duties, salary, training and opportunities.*

VOCATIONAL OPPORTUNITIES IN EXTENSION SERVICE

GROWING OUT OF HOME ECONOMICS

1. Type of Occupation

   College Teaching of Home Economics

11. Duties and Range of Salary Wage

   Teaching of any one phase of home economics such as nutrition, cookery, clothing, education, cafeteria or institutional work, art applied to home and clothing. Most common practice is a combination of several phases of home economics.

Salary: Range $1200 to $4500 per year.

III. Essential training
A college education in home economics with a special major or combination of subjects. Also may obtain a master or doctors degree by advanced or graduate work.

IV. Some opportunities for training
Cornell University - New York University
Columbia University - Teachers College
State Colleges

V. Personality Traits

1. Dignity
2. Foresight
3. Accuracy
4. Sympathy
5. Pleasant manner
6. Cooperation
7. Good judgment
8. Ability to advise
9. Progressiveness
10. Tactfulness

VI. Desirable background
Several years of experience in teaching some particular phases of home economics. Good social contacts and background.

VII. A few examples of opportunities for placement in this field.
New York University, Teachers College, Columbia
Simmons College, Boston; State Colleges

VIII. Demand for workers - always many positions.

THE EXTENSION WORKER IN HOME ECONOMICS

(Workers in this field include home demonstration agents, specialists in foods, clothing, household management, child care, etc.)

I. Type of occupation: Teaching the practical arts of homemaking in as simplified way as possible.

II. Duties of the service and range of wage or salary.
a. Helping the homemaker in rural communities to improve ways of homemaking.
b. Conducting adult meetings in an attempt to train local women leaders.

Salary $1200 to $3000 per year.

III. Essential Training
   a. College graduate in home economics for county and home demonstration agents.
   b. Graduate work in home economics for specialists.

IV. Some opportunities for training
Best training received at State Agricultural College
   a. Cornell University, Ithaca, New York
   b. Iowa State Agricultural College, Ames, Iowa
   c. University of Illinois, Urbana, Illinois

V. Personality Traits
   a. Ability to handle people
   b. Initiative
   c. Self-confidence
   d. Knowledge of field
   e. Tact
   f. Sense of humor
   g. A liking for people
   h. Good health

VI. Desirable background
Two years teaching experience coupled with practical experience as home worker.

VII. A few examples of opportunities in this field
   a. Home Demonstration Agents
   b. Home Demonstration Supervisors
   c. Assistant Home Demonstration Supervisor
   d. State Agent for Extension Service

VIII. Demand - It is expected that there will be a greater demand for such workers as economic conditions improve.

IX. Bibliography

Hatcher, O. Latham: Occupations for Women
Southern Woman's Educational Alliance, 1927
Filene, Catherine, "Careers for Women" Houghton Mifflin 1934
Fleishman, Doris R. An Outline of Careers for Women
Doubleday, Doran, 1928

EXTENSION SERVICE IN CLUBS AND RURAL COMMUNITIES

I. Type of occupation: Work with rural girls in the agricultural extension service.

II. Duties of the service and range of wage or salary

1. Work with rural girls in agricultural extension service (conducted through organization of 4-H Clubs, promoted by U. S. Department of Agriculture). The major part of 4-H Club work is concerned with homemaking activities; food production, preservation, preparation and service, home management, etc.

III. Essential training
College graduate with special training in home economics; Home Economics supplemented with courses in agricultural economics, rural sociology, journalism, public speaking.

IV. Some opportunities for training
Courses in food, State Colleges and Universities
Cornell University, Ithaca, New York;
Teachers College, Columbia University; Chicago University

V. Personality Traits
1. Genuine interest in girls
2. Wholesome character
3. Physical fitness
4. High ideals and ability to help girls develpp their best selves
5. Sympathetic appreciation for rural conditions
6. Ability to speak in public

VI. Desirable background
Few years teaching of opportunities in this field
4-H Club workers in rural communities in various states
County Club workers

VIII Demand for workers:
Usually there is a considerable number of applicants for any available position in girls 4-H Club work. The turnover of state workers is unusually small. However, there is a steady increase in the number of county agent positions.

IX. Bibliography:

Filene, Catherine: Careers for Women
U. S. Department of Education, Guidance Leaflet No. 21
1932

HOME ECONOMICS RESEARCH

I. Type of Occupation: Research in various phases of home economics as foods, nutrition, textiles, electrical devices, child care, housing, etc.

II. Duties of the service and salary range
1. Part time teaching and research in home economics department or divisions of colleges and universities

2. Full time research in (a) Land-Grant institutions (state colleges, universities, and agricultural experiment stations) (b) the Bureau of Home Economics of the United States Department of Agriculture (c) commercial organizations.

3. The supervision or direction of research in any of these places.

Salary range: $1260 to $6500 (salary varies with type of organization and economic conditions.

III. Essential Training
College training in home economics for laboratory or field assistants.
Graduate work required for the master's degree and in many cases the Ph.D. degree is required for higher positions.

IV. Some opportunities for training
New York University; Cornell University; Teachers College
Columbia University; Chicago University

V. Personality Traits
1. "An open mind, more anxious to learn the truth than to show its knlwledge."
2. Active curiosity
3. Tact
4. Creative ability
4. Originality
5. Administrative ability

VI. Background desirable:
Teaching; research assistant

VII. A few examples of opportunities in this field:
U. S. Department of Agriculture, Bureau of Home Economics:
Research worker for commercial houses; research worker for colleges and universities under the Purnell Research Act.

VIII. Demand: With return to normal conditions an expansion of opportunities in this field as in others is expected.

IX. Bibliography: Filene, Catherine: Careers for Women
Oglesby, Catherine, Business Opportunities for Women

JOURNALISM IN HOME ECONOMICS

I. Type of Occupation: Writing editorials, feature articles, and publicity work for newspapers, magazines and farm papers on home economics subjects.

II. Duties of the service and range of wage and salary.
Lecturing, writing magazine features and illustrating foods, textiles and clothing with sketches and photography.
Doing sales promotion work and advertising.

Salaries: Range from $1500 to $5000 a year.

III. Essential training - College major in home economics and minor in journalism.

IV. Opportunities for training: General course in home econmics may be obtained at: New York University, New York City; Cornell University, Ithaca, New York; Teachers College, Columbia University. Courses in journalism may be obtained in other schools of the same universities.

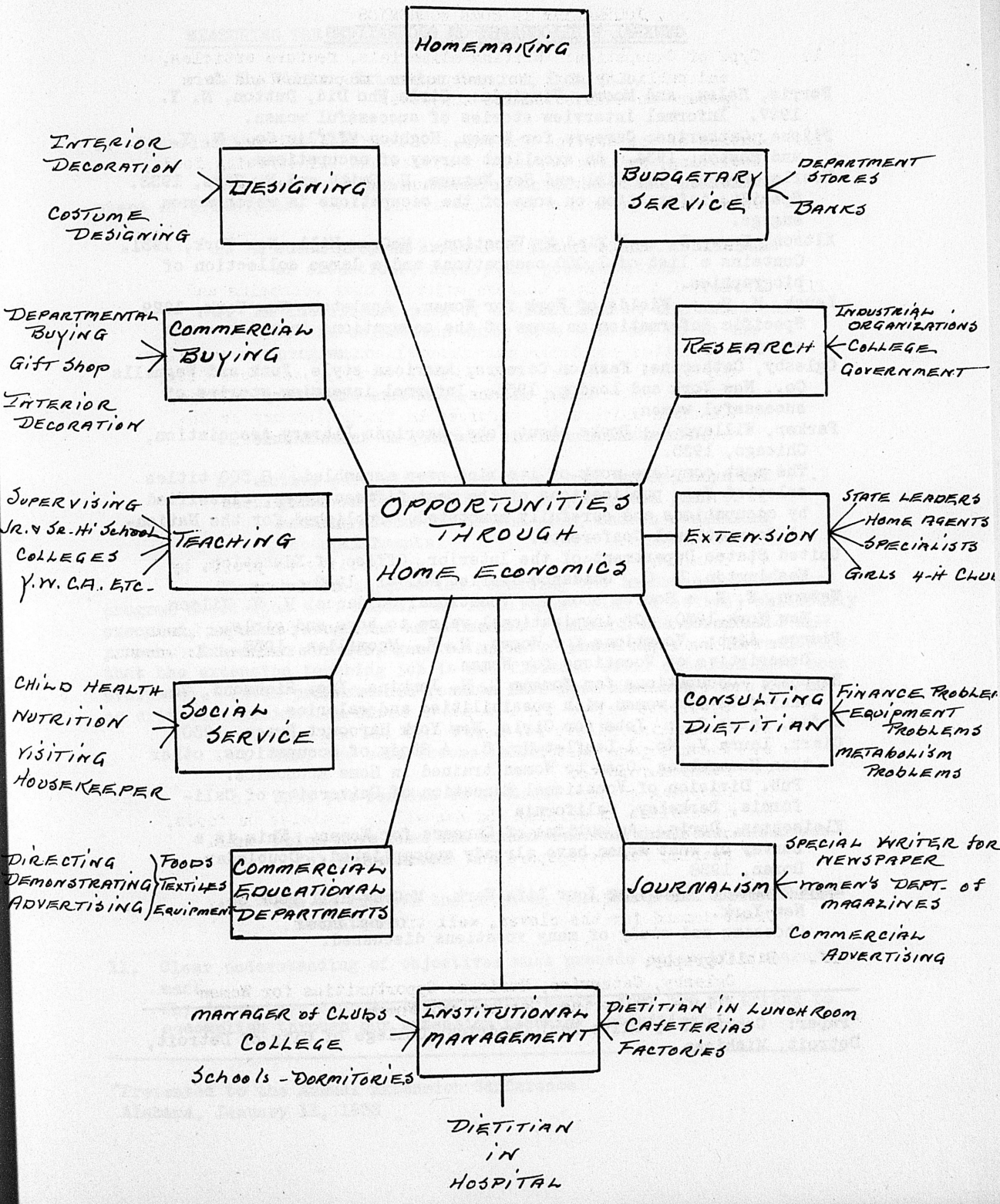
V. Personality traits:
1. "Nose for news"
2. Urge to write
3. An inquiring mind
4. Knowledge of field
5. Resourcefulness
6. Initiative
7. Tact
8. Ability to profit by criticism

VI. Background desirable: Journalistic or newspaper experience, selling experience, a technical knowledge of field of interest.

VII. A few examples of opportunities in this field:
1. Syndicate writer for newspaper changes
2. Homemaking editor for newspapers and magazines
3. Woman's page editor
4. Fashion reporter
5. Shopping editor
6. Specialist in writing and assembling articles on foods, clothing, interior decoration, etiquette, and child rearing for newspapers and magazines.

VIII. Demand for workers:
Great demand for the clever, well trained woman.

IX. Bibliography:
Oglesby, Catherine, Business Opportunities for Women
Filene, Catherine, Careers for Women


HOMEMAKING
INTERIOR DECORATION
COSTUME DESIGNING
DESIGNING
BUDGETARY SERVICE
DEPARTMENT STORES
BANKS
DEPARTMENTAL BUYING
GIFT SHOP
INTERIOR DECORATION
COMMERCIAL BUYING
RESEARCH
INDUSTRIAL ORGANIZATIONS
COLLEGE
GOVERNMENT
SUPERVISING
JR. & SR. HI SCHOOL
COLLEGES
Y.W.C.A. ETC.
TEACHING
OPPORTUNITIES THROUGH HOME ECONOMICS
EXTENSION
STATE LEADERS
HOME AGENTS
SPECIALISTS
GIRLS 4-H CLUB
CHILD HEALTH
NUTRITION
VISITING HOUSEKEEPER
SOCIAL SERVICE
CONSULTING DIETITIAN
FINANCE PROBLEMS
EQUIPMENT PROBLEMS
METABOLISM PROBLEMS
DIRECTING
DEMONSTRATING
ADVERTISING
FOODS
TEXTILES
EQUIPMENT
COMMERCIAL EDUCATIONAL DEPARTMENTS
JOURNALISM
SPECIAL WRITER FOR NEWSPAPER
WOMEN'S DEPT. OF MAGAZINES
COMMERCIAL ADVERTISING
MANAGER OF CLUBS
COLLEGE
SCHOOLS - DORMITORIES
INSTITUTIONAL MANAGEMENT
DIETITIAN IN LUNCHROOM
CAFETERIAS
FACTORIES
DIETITIAN IN HOSPITAL

GENERAL BIBLIOGRAPHY ON OCCUPATIONS

Ferris, Helen, and Moore, Virginia: Girls Who Did, Dutton, N. Y. 1927. Informal interview stories of successful women.

Filene, Catherine: Careers for Women, Hoghton Mifflin Co., N. Y. and Boston, 1934. An excellent survey of occupations.

Hoerle, Helen: The Girl and Her Future, H, Smith and R. Hoas, 1932. Specific information on some of the occupations in which women engage.

Kitson, Harry D. : I Find My Vocation. McGraw-Hill, New York, 1931. Contains a list of 1,000 occupations and a large collection of biographies.

Leuck, M. S. : Fields of Work for Women. Appleton, New York, 1929 Specific information on some of the occupations in which women engage.

Oglesby, Catherine: Fashion Careers, American style, Funk and Wagnalls Co., New York and London, 1935. Informal interview stories of successful women.

Parker, Willard E.: Books about Jobs, American Library Association, Chicago, 1935.
The most complete work of its kind ever assembled. 8,500 titles selected from publications of the past fifteen years, classified by occupations and carefully annotated. Published for the National Occupational Conference.

United States Department of the Interior, Office of Education, Washington, D. C., Guidance leaflet No. 21, 1932

Watson, E. E. : Source book for Vocational Guidance, H. W. Wilson, New York,1930. Of inspirational value to boys and girls.

Pierce, Adah: Vocations for Women, N. Y. Macmillan, 1933. Descriptive of Vocations for Women

Hatcher; Occupations for Womenm L. H. Jenkins, Inc. Richmond, Va. Many jobs for women with possibilities and salaries.

Cades, Hazel R. : Jobs for Girls, New York Harcourt Brace, 1930

Clark, Laura V. No. 1 Leaflet No. 5. A Study of Occupations, other than Homemeking, Open to Women trained in Home Economics. Pub. Division of Vocational Education of University of California, Berkeley, California

Fleischman, Doris. An outline of Careers for Women. This is a survey of what women have already accomplished. Doubleday, Doran, 1928

Rosengarten : Choosing Your Life Work. McGraw-Hill Book Co., New York.
Choosing and study of many vocations discussed.

---

*Paper: Compiled by Olive Paul Goodrich, College of City of Detroit, Detroit, Michigan

MEASURING THE RESULTS OF EXTENSION TEACHING*

M. C, Wilson, Extension Service, U.S. D.A.

1. Introduction.

Successful extension teaching involves five fundamental steps or principles:

1. A sound program arrived at after a careful analysis of situations, needs, and possibilities.

2. An intelligent plan of action aimed at the attainment of the objectives which have been set up in the program.

3. Systematic execution of the plan.

4. Measurement of progress and accomplishments.

5. Active participation of rural men, women, boys and girls in determining the program, the plan of action, execution of the plan, and in evaluating accomplishments.

There can be no question regarding the importance of a sound program based upon real needs. An intelligent plan of action, skillfully executed, is also recognized as a necessary part of the scientific approach. Extension workers, generally, have been a bit slow in realizing that the extension teaching job is not finished until outcomes have been evaluated. Until progress and results have been measured there can be no critical examination of:

a. What has been accomplished?

b. What yet remains to be done?

c. Which have been the successful and which the unsuccessful procedures?

d. How to improve the program, the plan, and the teaching techniques?

11. Clear understanding of objectives must precede scientific measurement.

Why do we have cooperative extension work? What are we trying to accomplish through our extension teaching activities?

---

*Presented to the Annual Extension Conference
Alabama, January 11, 1938

The objectives of extension like those of other educational endeavors are susceptible of being stated in a number of different ways:

1. Doctor Seaman A. Knapp, "...to readjust agriculture and place it upon a basis of greater profit, to reconstruct the rural home and to give country life an attraction, a dignity and a potential influence it has never received."

2. Doctor W. J. Spillman who directed extension work outside the cotton belt in pre-Smith-Lever days gave as the principal objectives of extension: a. "To carry to the farmer the results of scientific research in his behalf as well as the results of the experience of other farmers, and to aid the farmer in applying these results in his work."

b. "To reorganize and redirect the agriculture of the various sections of the country in such a way as to secure on each farm not only enterprises that are profitable in themselves, each being so conducted as to bring maximum net returns, but also to secure a system of enterprises that will permit the largest economical use of power, capital, and labor possible under the conditions, and which will give as nearly as possible an even distribution of labor and a full utilization of equipment throughout the year."

3. The Smith-Lever Act passed in 1914 which set up the present system of cooperative extension work defines extension as: "...diffusing among the people of the United States useful and practical information in subjects relating to agriculture and home economics, and to encourage the application of the same..."

4. M. C. Burritt, former Director of Extension in New York: (1923) "The fundamental purpose of any educational enterprise is to teach persons how to think and not what to think...It is the function of the extension service to teach people to determine accurately their own needs and the solution of their own problems, to help them to acquire knowledge and to inspire them to action, but it must be their own action out of their knowledge and convictions."

5. H. C. Ramsower, Director of Extension in Ohio (1932), expressed the same thought as Burritt in slightly different words. Says Ramsower, "It is not what extension does for people but what it does to them that counts...The ultimate objective of extension teaching is to promote the physical, mental, spiritual, and social growth of the individual farmer, his wife, and his children. According to our present point of view this can best be done by assisting them in analyzing their own problems, in finding solutions for them, and in bringing about active participation in formulating and carrying out the plans necessary to put these solutions into effect."

6. While the growth of individuals is the ultimate aim of extension education, it is helpful from a measurement standpoint to consider the more immediate objectives of our work. Dr. C. B. Smith of the Federal Extension Office, describes the objectives of extension teaching as follows:

1. To increase the net income of the farmer through more efficient production and marketing and the better use of capital and credit.

2. To promote better homes and a higher standard of living on the farm.

3. To develop rural leaders.

4. To promote the mental, social, cultural, recreational, and community life of rural people.

5. To implant a love of rural life in farm boys and girls.

6. To acquaint the public with the place of agriculture in the National life.

7. To enlarge the vision of rural people and the Nation on rural matters.

8. To improve the educational and spiritual life of rural people.

III. From a measurement standpoint.

1. It is important to know whether objectives are expressed:

a. In terms of:

Social growth
Economics growth
Intellectual growth

b. In terms of:

Ultimate aims
Immediate goals

c. In terms of:

Activities
Outcomes of activities

2. One must have a real understanding of what one is trying to measure before one can devise suitable measuring instruments and learn how to use them.

3. Any measuring device to be satisfactory must possess:

a. Validity
b. Objectivity
c. Reliability

lV. Some of the possible measures applicable to extension include:

1. Reports of activities.

Farm and home visits, 1937-------2,648,028
Office calls, 1937--------------19,983,878
All meetings held, 1937--------- 1,116,108
Attendance, 1937----------------37,965,388

While indicative, such activity data are far from satisfactory as a measure of accomplishment.

(Story of the agent who spent all of his time in office so as to be the one personally to hand out checks to farmers when the job could as well or better be done by an office clerk.)

(Story of the home agent whose chief concern was to organize sufficient groups, which would meet with sufficient frequency to completely occupy her time.)

If we are thinking in terms of <u>administrative</u> goals the unit of measure might be the number of farmers cooperating in agricultural conservation; the amount of money payments to farmers; the reduction of acreages of soil depleting crops; or the increase in soil-building crops.

2. If the objectives are primarily economic, measures will of course be in terms of

Crop yields
Livestock production
Saving in food purchased
Improved health
Saving in labor
Better housing

3. In terms of social objectives the measures might be employed as follows:

Improved living
Community activities
Recreation
Health facilities
Etc.

4. In terms of educational outcomes-

a. Boys and girls trained through 4-H Club work

1,145,508 members in 1936.
9 per cent of available rural boys and girls

1,209,000 rural boys and girls becoming of club age each year.

536,895 first year members in 1936
44.4 per cent of boys and girls becoming of club age that year.

b. Local leaders trained.

483,234 volunteer leaders, 1936
106,573 paid local leaders, 1936

c. Evidence of educational growth.

Change in: (1) Knowledge - things known
(2) Skills - things done
(3) Attitudes - things felt (Kruse)

Incorporation in the practical operations of the farm and home of the improved practices taught by the cooperative extension service is tangible evidence of educational growth or change in rural people. Regardless of point of view as to whether objectives are stated in terms of education, economics, social philosophy, policy formation, administration, or what not, the outcomes over a period of years must be in terms of changes in knowledge, skill, or attitude.

In other words it is a question of how well extension has succeeded in teaching rural people <u>how</u> to think rather than <u>what</u> to think- a question of what extension has done <u>to</u> people rather than <u>for</u> people.

V. Effectiveness of extension teaching when measured in terms of people influenced by extension to adopt improved practices

(Use charts based on Technical Bulletin 106 to show variation in accomplishment when expressed in terms of:

1. Percentage of farms and homes influenced to adopt better practices.

2. Practices adopted per 100 farms and homes.

3. Farms reached and practices adopted per man year.

VI. Influence of various factors upon adoption of practices.

(Charts from Nebraska Extension Circular 25)

1. Size

2. Tenure

3. Education

4. Age

5. Contact

VII. Summary

No matter: how sound the program
how intelligent the plan
how skilful the execution

the extension teaching job is not finished until accomplishments have been evaluated.

Educational growth, as evidenced by the acceptance of the improved practices taught by the extension service is the best measure available for evaluating extension outcomes. Such a measuring device may show economic and social growth as well. Data obtained from 10,000 farms and homes in representative sections of the country by the personal interview survey method throw much light upon the influence of various factors upon the success of the extension teaching effort and upon the effectiveness of the various teaching means and agencies employed.

EXTENSION ORGANIZATION AND METHODS
PART 1 -HISTORY OF EXTENSION SERVICE

BIBLIOGRAPHY

A HISTORY OF AGRICULTURE-EXTENSION WORK: 178-5, 1923, Supt. of Documents, Washington, D. C.

AGRICULTURE AND HOME ECONOMICS OUTLOOK: 1938-39-40, Dept. of Agriculture

DIRECTORY OF ORGANIZATION AND FIELD ACTIVITY OF THE DEPARTMENT OF AGRICULTURE, 1939: Miscellaneous Publication No. 376, U. S. Government Printing Office, Washington, D. C.

ADULT EDUCATION IN ACTION: Ely, Mary L.

THE COMMUNITY SCHOOL: Everett, Samuel and Others

*HOME ECONOMICS OBJECTIVES FROM STUDIES IN HOME LIFE, 1933: Harap, Henry and Grashmer, H. K.

RURAL AMERICA READS, 1938: Humble, Marion

GROUP LEADERSHIP: Leigh, Robert D.

THE NEW LEISURE CHALLENGES THE SCHOOLS, NATIONAL EDUCATION ASSOCIATION PROCEEDINGS: Lies, Eugene T.

HOME ECONOMICS AND EDUCATION FOR FAMILY LIFE: McGinnis, Esther

A HISTORY OF WOMEN'S EDUCATION IN THE UNITED STATES: Moody, Thomas

TOWN MEETING COMES TO TOWN,1938: Overstreet, H. and B.

ADULT HOMEMAKING EDUCATION: Russell, Mabel

THE AMERICAN WAY: Studebaker, J. W.

OUR TIMES: Sullivan, Mark

THE STATUS OF IN-SERVICE TRAINING OF HOME ECONOMICS TEACHERS: U. S. Vocational Division, Education Office

SURVEY OF LAND GRANT COLLEGES AND UNIVERSITIES, 1930: No. 9, Vol. 1

*SUCCESSFUL LIVING IN THIS MACHINE AGE: Filene, E. A.

WHY STOP LEARNING?: Fisher, Dorothy

LISTEN AND LEARN, A. A. A. E. 1937: Hill, Frank Ernest

PART 11

EXTENSION HOME ECONOMICS

"Love of people, appreciation of the efforts of others, dependability, eagerness to be equipped for service, readiness to give unselfishly, steadiness of purpose to forge ahead in planning programs, a humorous point of view, intelligent interest in every angle of rural welfare, personality, persistence, pep--these spell leadership."

From a talk by Elizabeth Arthur
New York Grange lecturer at
Cornell Farm and Home Week

INTRODUCTION TO HOME DEMONSTRATION WORK

Home Demonstration work as it is known today did not spring into being with the passing of the Smith-Lever Act in 1914. Some work in organization had been done with rural boys and girls through Calf Clubs and Tomato Clubs prior to this time, but the women's interest in the field had not been seriously attacked.

At first the women were invited to attend the men's meetings and study groups for the women were formed at these meetings. They studied anything the group happened to be interested in or the leader was able to discuss with them. The leader, usually, was the local school teacher or a successful homemaker. Much of the subject matter was dairying, poultry, or gardening. Later foods and clothing was introduced but it was very much later before subjects in child care, home management, nutrition, marketing, consumer problems and cash income projects were studied.

The first interest for women in Extension Service grew out of a personal need for help, then a family and home need. Today the principal theme for study and work is for the community as a whole.

With the steady and continuous growth of extension work has come the increased training and experience of the staff personnel in the organization. In the beginning women with practical experience and interest in rural people or school teachers with progressive interests were employed as home demonstration agents. As the program developed and more specific training was needed, qualifications were increased and only college graduates in home economics were employed. The agents in the field were encouraged to take time for further educational training. Today, practically all state staff members have a graduate degree and many of the home agents.

Qualifications other than educational training for successful home demonstration agents are most important. In fact they are so important that in many states they were the principal criteria for employing women agents. Many state agents can point with pride to outstanding, successful home agents who had only the equivalent of a high school education and had possibly passed the state board examinations for a teacher's certificate. These women, however, are the exceptional ones who have possessed that insight to human needs and through this insight and an unlimited amount of energy have been able to render a most valuable service to the rural neighborhood of America.

QUALIFICATIONS AND ETHICS FOR A HOME AGENT

1. ADAPTABILITY

a. She is able to sense a situation and adjust accordingly.

b. She is willing to make minor changes in order to accommodate the majority.

c. She is never "too unhappy" under unpleasant circumstances if wholesome objectives may be accomplished.

d. She possesses a genuine liking for people.

2. COOPERATION

A. She is always concerned for the good of the group rather than personal aggrandizement.

b. She sees both sides of an issue.

c. She presents her ideas clearly but when others are thought wisest she does all in her power to help put them over.

3. EFFICIENCY

a. She knows her subject matter and how it should be administered.

b. She is alert, energetic, and willing to try new ideas.

c. She makes careful plans for all activities she must direct.

4. HEALTH AND APPEARANCE

a. She possesses good physical, mental, and emotional health.

b. She is scrupulously clean in body and apparel.

c. She is always neat and appropriately dressed.

d. She knows all of the small social courtesies that add so much to a woman's well being.

5. ORGANIZER

a. She understands the community, people, and conditions with which she is to work.

b. She has a keen sense of their needs.

c. She recognizes special talents in others.

In thinking of qualifications you would expect to find in a home demonstration agent, select ten from the following list of adjectives in the order of their desirability and tell why you made your selection:

Efficient	Energetic	Responsible
Honest	Capable	Democratic
Fair-minded	Wholesome	Progressive
Intellectual	Religious	Ambitious
Well-groomed	Skillful	Industrious
Truthful	Conservative	Naturalness
Cooperative	Smartly dressed	
Tactful	Neat appearance	
Gracious	Ingenious	
Hospitable	Adaptable	
Linguistic	Versatile	

PROBLEM:

After making your selection of the most important characteristics for a home agent discuss the following ethics of conduct. State freely your feeling in regard to each and the reaction you would expect any community to take in regard to each:

1. Smoking
2. Drinking cocktails
3. Spending all weekends out of town
4. Riding a bicycle
5. Dancing
6. Night "riding"
7. Eccentric dress
8. Choice of companions
9. Sunday occupations
10. Dating

1. Are all people working with the public, guinea pigs?

2. Should they have personal privileges?

3. To what extent is it reasonable to express your personal taste?

4. What "right" do controlling boards have to dominate employees receiving tax money?

5. What should such an employee understand when she elects a vocation in public life?

6. Is there a happy solution? What is it?

ORGANIZATION OF A HOME AGENT'S OFFICE

The business domicile of the Home Demonstration Agent has enjoyed such a revision in recent years that it is difficult for a pioneer worker to realize that she operated in one corner of office of the Superintendent of Education, usually in the basement of the Court House, and thought her office quite palatial.

Many things have happened to aid this change. The county and home agent's office is the property of the government and is located in a Federal building or the government pays rent in another building until better arrangements can be made. Usually space is allocated in the Court House, post office, municipal hall or in a separate building built for the Extension Service. The county and home agent's offices are connecting or on the same floor wherever possible because of the dual nature of the service offered the farmer and his family. Where it used to require space only for the county and home agent, now space is required for the full unit. A full-time secretary, 4-H Club Boys' Agent, one or more Assistant County Agents, an Assistant Home Agent, and several N.Y.A. helpers comprise the personnel of the office. Very often the Agricultural Adjustment Administration office staff is housed near the county agent's office for convenience. Housing both organizations in one office, even in a large office, is undesirable. There is too much confusion, noise of typewriters, and milling of people intent on detailed business, to five the atmosphere needed in rendering maximum service that a county agent's office should and is capable of giving.

In addition to office space for all personnel and equipment there must be storage facilities for illustrative material, waiting room for visitors and bulletin racks for government publications. In almost every county the home agent will have a well equipped kitchen unit for the preparation of demonstration materials, serving meals to special groups, committee meetings and equipment illustrations. Many times the county officials provide auditorium space for large group meetings. If not, a special room other than the court room is used on special occasions and for county-wide meetings.

The organization and storage of all the various equipment and illustrative materials found in a modern home agent's office requires thought, planning and experience in managing if efficiency is to be maintained. This last factor is just as important in a home agent's office as in a business executive's office. A balance of time devoted to office and field is important. If she spends too much time in the office attending to details or keeping office mechanics going, the field work suffers. If, on the other hand, she spends too much time in the field, the mail, office calls, news reports and office routine will be neglected. This inefficien-

cy gives the home agent a feeling of inferior administration and the occasional visitor a scene of indifferent management. A solution to both is to have a plan for office routine and work the plan until it will adjust to a given situation.

A perfect criteria for all office organization cannot be given, but a few suggestions for the convenience of the office can be outlined. The first is for the care of the voluminous printed material that pours into every home agent's office. It is valuable and usable and needs to be conveniently at hand when needed. Proper filing under appropriate headings and sub-titles is the best solution.

The following set-up suggested by Marshall and Bruce Company, of Nashville, Tennessee, is recommended for subject matter filing of materials pertinent to a home agent' office.

OUTLINE OF INFORMATION FILE--HOME DEMONSTRATION AGENTS

1. CLOTHING

1-A SELECTION
- 1-A1 Good and Bad Buys
- 1-A-2 Budgets
- 1-A-3 Color
- 1-A-4 Line
- 1-A-5 Samples--Textiles
- 1-A-6 Men's and Boy's
- 1-A-7 Children's

1-B CONSTRUCTION
- 1-B-1 General
- 1-B-2 Alteration
- 1-B-3 Decorative Stitches
- 1-B-4 Patterns
- 1-B-5 Remodeling
- 1-B-6 Children's

1-C CARE
- 1-C-1 General
- 1-C-2 Clothes Moths
- 1-C-3 Home Laundering
- 1-C-4 Stain Removal
- 1-C-5 Bleaching
- 1-C-6 Storage for Protection

2. EXTENSION METHODS

2-A CANNING SUPPLIES
2-B LECTURE DEMONSTRATION
2-C ILLUSTRATION MATERIAL
2-D CIRCULARS AVAILABLE
2-E 4-HEQUIPMENT
2-F LETTERS
- 2-F-1 4-H Club Circular (Copies)
- 2-F-2 Community Club Circular (Copies)
- 2-F-3 4-H Club Leader and Officers Circular (Copies)
- 2-F-4 Individual Letters (Misc)
- 2-F-5 Etc. Individual Name Folders for Letters

2-G ORGANIZATION
- 2-G-1 Community Club Officers
- 2-G-2 4-H Club Officers
- 2-G-3 Year Book Suggestions
- 2-G-4 Extension Workers
- 2-G-5 Schedule of Meetings
- 2-G-6 Discussion Methods
- 2-G-7 Community Club House
- 2-G-8 Agricultural Adjustment Administration
- 2-G-9 Program of Work

3. FOOD

3-A SELECTION
- 3-A-1 Food Supply-General
- 3-A-2 Food Supply Program
- 3-A-3 Care of Food
- 3-A-4 Menu Suggestions
- 3-A-5 Vitamins
- 3-A-6 Special Diets

3-B PREPARATION
- 3-B-1 Food Preparation-Gen.
- 3-B-2 Recipes--Special
- 3-B-3 Beverages
- 3-B-4 Breads
- 3-B-5 Crackers
- 3-B-6 Cheese
- 3-B-7 Cakes
- 3-B-8 Candy
- 3-B-9 Cereals
- 3-B-10 Cookies
- 3-B-11 Croquettes
- 3-B-12 Desserts
- 3-B-13 Doughnuts
- 3-B-14 Eggs
- 3-B-15 Fritters
- 3-B-16 Fruit
- 3-B-17 Ice Cream
- 3-B-18 Meats
- 3-B-19 Milk
- 3-B-20 Pies
- 3-B-21 Salads
- 3-B-22 Soups
- 3-B-23 Sauces
- 3-B-24 Souffles
- 3-B-25 Scalloped Dishes
- 3-B-26 School Lunch
- 3-B-27 Vegetables
- 3-B-28 Vinegar

3-C SERVING
- 3-C-1 Table Service

3-C-3 Buffet Meals
3-C-3 Linens
3-C-4 Supper
3-D CONSERVATION
3-D-1 Canning Fruits and Vegetables
3-D-2 Drying Fruits and Vegetables
3-D-3 Storage
3-D-4 Canning Meats
3-D-5 Records (Local)

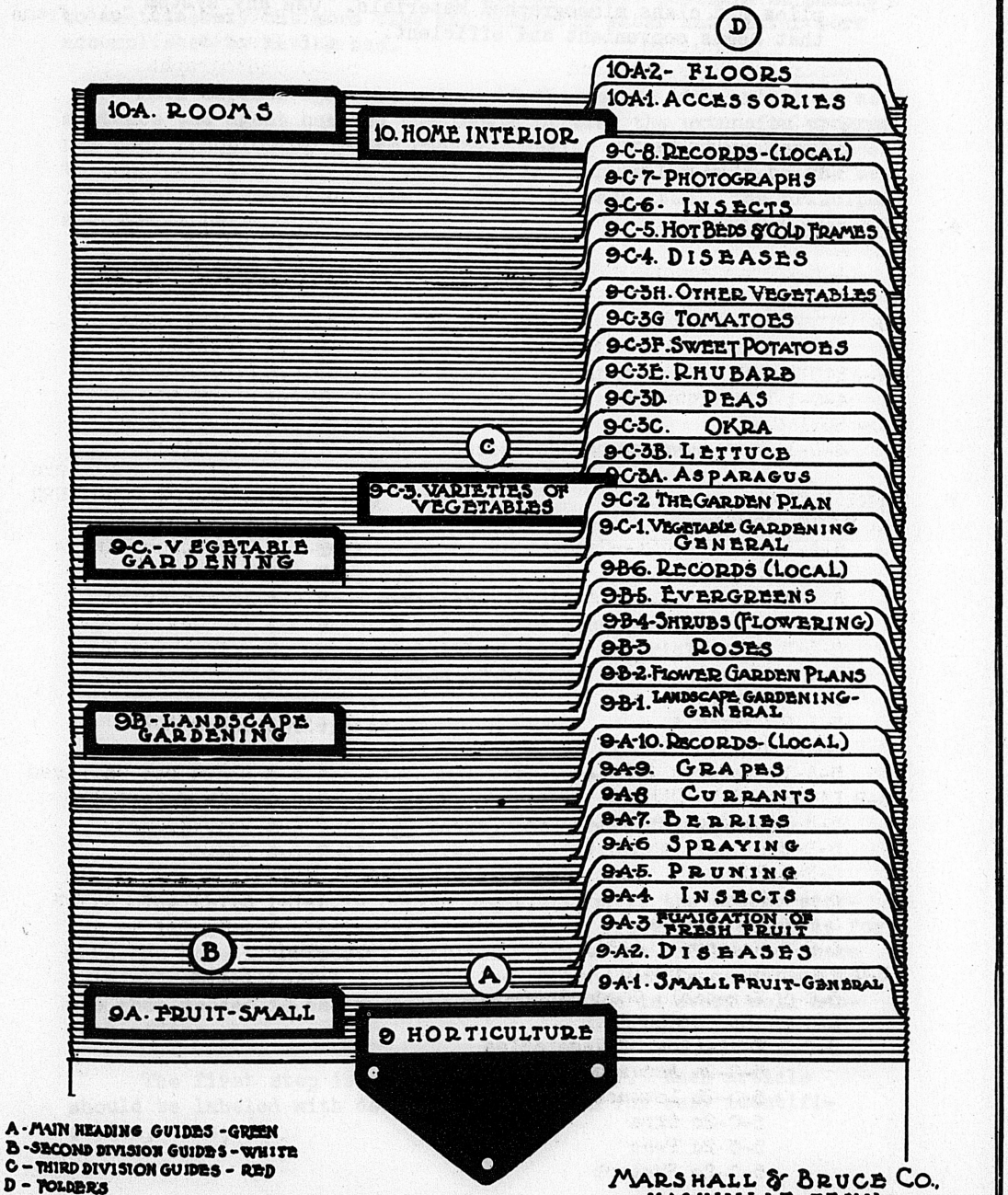
4. HOME MANAGEMENT
4-A ACCOUNTS
4-A-1 Home Accounts
4-A-2 Farm Accounts
4-B BUDGETS
4-B-1 Budgets--General
4-C- EQUIPMENT
4-C-1 Home Equipment
4-D- BUYING
4-D-1 Buying--General

5. HORTICULTURE
5-A FRUIT--SMALL
5-A-1 Small Fruit--General
5-A-2 Diseases
5-A-3 Fumigation of Fresh Fruit
5-A-4 Insects
5-A-5 Pruning
5-A-6 Spraying
5-A-7 Berries
5-A-8 Currants
5-A-9 Grapes
5-A-10 Records (Local
5-B LANDSCAPE GARDENING
5-B-1 Landscape Gardening-Gen.
5-B-2 Flower Garden Plans
5-B-3 Roses
5-B-4 Shrubs
5-B-5 Evergreens
5-B-6 Records (Local)
5-C VEGETABLE GARDENING
5-C-1 Vegetable Gardening--Gen.
5-C-2 The Garden Plan
5-C-3 Varieties of Vegetables
5-C-2a Asparagus
5-C-2b Lettuce
5-C-2c Okra
5-C-2d Peas
5-C-2e Rhubarb
5-C-2f Sweet Potatoes
5-C-2g Tomatoes
5-C-2h Other Vegetables
5-C-4 Diseases
5-C-5 Hot Bed and Cold Frame
5-C-6 Insects
5-C-7 Photographs
5-C-8 Records (Local)

6. HOME INTERIOR
6-A-ROOMS
6-A-1 Accessories
6-A-2 Floors
6-A-3 Walls
6-A-4 Bed Room
6-A-5 Dining Room
6-A-6 Kitchen
6-A-7 Living Room
6-A-8 Pictures
6-A-9 Furnishings
6-A-10 Termites
6-A-11 Antique Furniture
6-B REFINISHING OF FURNITURE
6-B-1 Slip Covers
6-B-2 Reseating Chairs
6-B-3 Upholstering
6-B-4 Studio Couch
6-B-5 Methods of Refinishing Wood

7. RECREATION
7-A BOOKS AND READING
7-A-1 Magazines
7-A-2 Books for Children
7-A-3 Talk Material
7-A-4 Quotations
7-A-5 Poems
7-B GAMES
7-B-1 Directions Given
7-B-2 Contests
7-C MUSIC
7-C-1 Songs

INFORMATION FILE
FOR
HOME DEMONSTRATION AGENTS



A - MAIN HEADING GUIDES - GREEN
B - SECOND DIVISION GUIDES - WHITE
C - THIRD DIVISION GUIDES - RED
D - FOLDERS

MARSHALL & BRUCE CO.,
NASHVILLE, TENN.

ASSIGNMENT: Set up a file of home demonstration materials. Include all printed matter, sources of illustrative supplies and class mimeographed materials. Use any system that seems convenient and efficient.

The second essential point of organization in a home agent's office is a well balanced division of time in making out the agent's itinerary. It is important to allocate sufficient time for all necessary activities. It is not always possible to adhere to an itinerary but more time and energy is saved and better work accomplished by having one.

Much depends upon the nature of the county, the amount of assistance the agent has and the length of time the extension program has been functioning in the county. Taking all of these factors into consideration, the home agent and her supervisor will be the best judges of the amount of time to devote to each item. The principal areas will be:

a. Time in the field

1. Formal club meetings
2. Home visits
3. Community general meetings
4. Women's work
5. Girls' Club work
6. Individual assistance to members

b. Office Work

1. Mail
2. Visitors
3. News Articles
4. Reports and program planning
5. Preparing illustrative materials
6. Supervision of helpers

c.. Other Activities

1. Outside cooperating agencies
2. Social clubs
3. Judging, talks, etc., out of the county
4. Radio programs

The third point in office organization is the proper storing of illustrative materials. The cry of every home agent is for more and more illustrative supplies. But where and how to store this valuable material so it will be on hand and in condition to use when needed is an important consideration in every well managed office.

The first step is an accurate inventory. Each article should be labeled with detailed information for easy identification, thus;

1. The source of the article

2. Owner (some equipment is personal property, some government, county purchased, borrowed or allocated from state office for definite period of time)

3. Date received

4. Price (if known)

5. Heading where filed in proper space in filing cabinet

Storage space is usually at a premium in every office and a home agent's office is no exception to the rule. Large steel utility cabinets furnished with the office furniture will take care of all small materials and supplies. These should be packed and labeled, giving the number and contents of each package. Medium sized, but cumbersome, equipment as pressure cookers, sealers, camping utensils, etc., should be stored in cabinets in storage room or demonstration kitchen. A pantry or hall closet will do if cabinets are not available. Identification tags should be attached. This type of equipment is so often borrowed by individuals or other agencies, that it is well to keep it tagged and inventoried.

Very large equipment as portable outdoor canners, nest of drying racks, miniature poultry houses, kits, trunks, etc.. need to be stored in the basement in the custody of the janitor.

The home agent's car provides very poor storage facilities. Too much valuable material is tolen, destroyed and wasted each year in this way. It is a well known fact that a home demonstration agent can be spotted by her car because of the great variety of materials showing from every window and door. One very efficient home agent followed the plan of emptying her car after every return from the country regardless of fatigue or hour of night. It was hard at times, but she felt she was rewarded by the neatness of her car and the clean condition of her materials.

PROBLEM:

1. Draw a chart for a county extension staff organization, showing the relationship to the state staff.

2. Draw to scale a floor plan for a home demonstration agent's demonstration kitchen. Place all necessary equipment and include storage space.

WORK IN THE FIELD:

Every student majoring in Home Demonstration Methods is required to work six weeks in a county with a trained home agent under the direction of the State Home Demonstration Agent and the Head of the School of Home Economics. This course carries four hours college credit and is to be done in the summer between the junior and senior years.

EXPERIENCES:

1. Three field days to visit a county-wide meeting, as a County Council, Rally, or Leadership School, and a Home Demonstration Club and a 4-H Club.

2. A classroom demonstration in conducting all club activities of a club meeting, a community recreation or leadership school.

3. Panel discussion of parliamentary procedure.

4. Each student makes a file of illustrative materials, addresses, notes, outlines, and sources of supplies used by home demonstration agents.

5. Keep a record of available Extension and Home Economics bulletins and printed matter.

6. Plan an annual rally and 4-H camp program.

7. Write a newspaper column on county Extension Serice activities.

8. Draw a plan for a Home Demonstration kitchen, a club house, and a home agent's office.

9. Conduct a 4-H Club judging contest.

10. Each student gives a public demonstration in some phase of home economics subject matter.

131955

ORGANIZATION OF A COUNTY

The members of the extension staff in a county unit form the nucleus for the extension program for that area. The county agent and his assistants are responsible for the wide program of farm activity, men's organization and work of the 4-H Club Boys, usually through one of the assistant county agents. Other assistant agents may be responsible for the soil erosion program, orchard work, poultry or live stock, depending upon the agricultural interest of the county.

During the emergency farm measures of 1930 to the present time, the county agent has been indirectly responsible for the local work of the Agricultural Adjustment Administration office.

The home demonstration agent directs the work of the women's and girls' clubs, the curb market, office routine, and publicity. Some agents have an assistant to help with all the county work, or to be entirely responsible for the work with the Girls' 4-H Clubs. The assistant home agent in a county depends upon the size, nature of the work in the county and the willingness of the appropriating boards to make it possible to have an assistant. Sometimes the assistant comes as a probationary agent for experience. Her attachment to the unit is more or less temporary. A few large counties will have a permanent assistant home demonstration agent or girls' club leader.

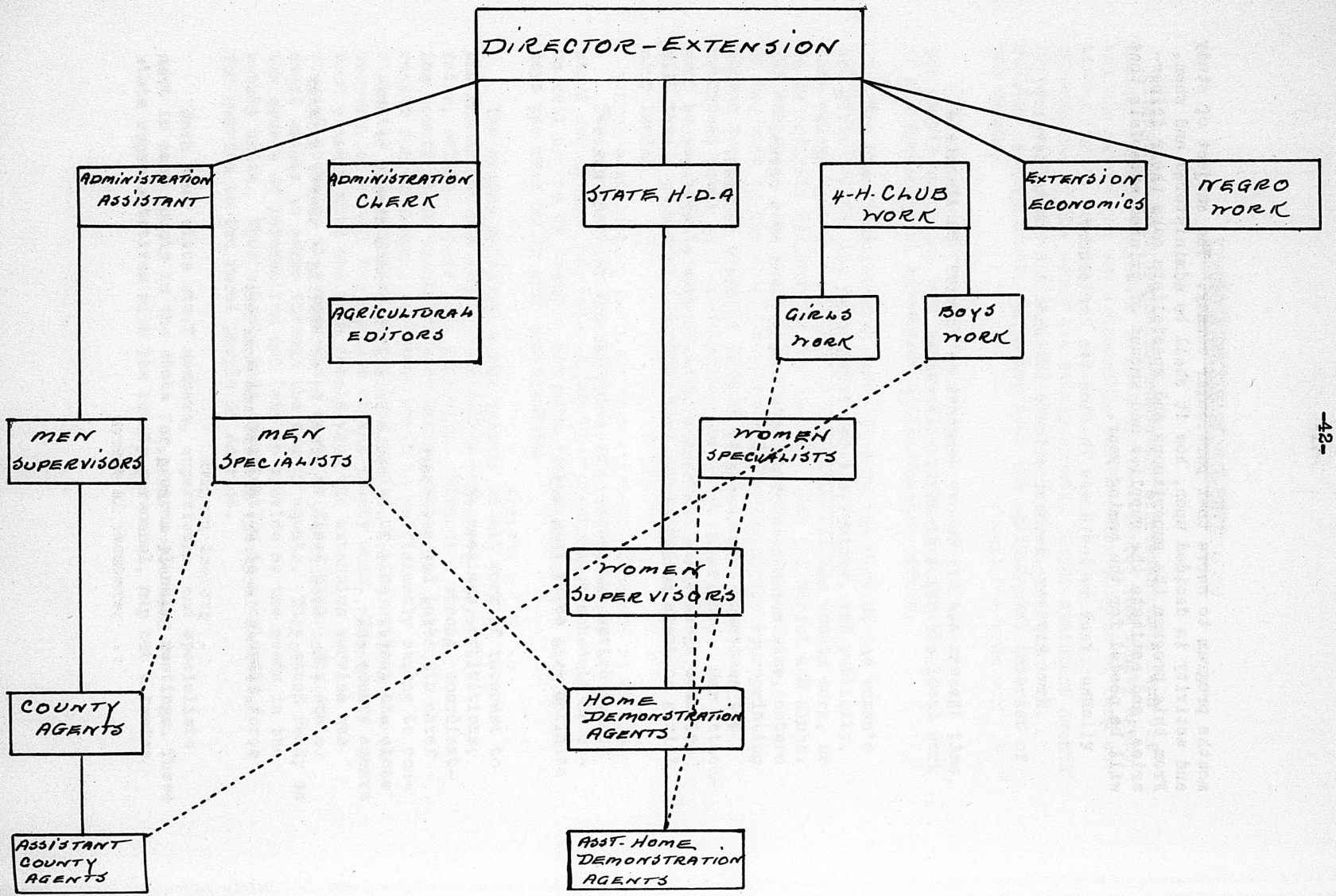
The secretary in the extension unit serves the entire county staff and divides her time either by a prearranged schedule or upon call as she is needed. The more common plan is to give definite days per week to do each agent's work.

The entire personnel works jointly in all work of interest to the farmer and his family. In county-wide meetings, exhibitions, fairs, rallies, tours, and publicity. Without a strong, coordinating county staff extension work disintegrates and loses its chief reason for existence. No state staff is sufficiently strong to consistently hold together over a long period of time without the close cooperation of all the members of the county unit. The county agents work closely with the farm people whom the extension service was created to help; they know their needs at first hand. The state staff exists to serve through the county agents. They stand ready as the source of information and help to provide as the needs in the county arise. This closely knit organization is a splendid force for service to the rural people of America.

Each year state staff members, supervisors, and specialists meet in each county in the state for program planning meetings. These state representatives with the county personnel, map out a twelve

months program to serve that particular county. The subject of study and activity is decided upon, how it shall be administered and when. From this program the supervisors and specialists make their itineraries, and estimate the supplies and amount of printed materials that will be needed for the coming year.

ALABAMA ORGANIZATION



OBJECTIVES IN ORGANIZING A COUNTY

1. How do you determine the number of communities to organize in a county?

2. What factors influence the location of clubs?

3. How many home demonstration clubs should a county develop?

4. How many 4-H clubs?

5. Is it possible to over-organize a county? Substantiate the reasons given in your answer.

PLANNING A COUNTY PROGRAM

1. Give personnel involved in a county planning program.

2. How often is it necessary to make a county program?

3. What determines the nature of the projects carried in a county in any one year?

4. Is it advisable to carry more than one project in a county in the same year? Give the reasons for your answer.

5. Define the following:

   a. major project

   b. minor project

   c. long-time project

Give examples of each and state briefly how each should be conducted.

6. Give the determining factors in scheduling a county program plan.

7. Select an imaginary project and work out

   a. project program

   b. tentative schedule

   c. personnel in charge

8. How is a county program carried out?

9. Give your interpretation of

   a. method demonstration

   b. result demonstration

   c. a cooperator

THE LEADERSHIP PLAN

1. Who conducts a project in a county?

2. How much organization is necessary?

3. How are leaders selected?

4. What qualifications are required?

5. How much time are leaders justified in giving to a county program?

6. Is any remuneration ever given to leaders? Discuss fully.

7. Give any other plan for conducting organization work that you are familiar with or believe would work in a county unit.

HOW TO ORGANIZE A CLUB

1. After the community has been selected what is the first step to be taken in organizing a club?

2. How many officers are needed? State their duties.

3. How often is the club to meet?

4. Where is it to meet? Discuss suitable places. Give substantial advantages or disadvantages of meeting in

   a. Club members homes
   b. School buildings
   c. Community building
   d. Club houses
   e. Church
   f. Other places

SUBJECT MATTER PRESENTATION--HOW TO GIVE A DEMONSTRATION

Subject matter content in extension service is usually presented through demonstration methods. To show how to do a thing through illustration appeals to the imagination and stimulates the observer to go home and do likewise.

In giving a demonstration it is just as important to make a teaching plan as it is in formal or classroom teaching. The approach is somewhat more forceful, illustrative materials play a major part, and eye appeal is important, but objectives, subject matter procedure and the summary is quite the same.

The following points should be stressed in writing an outline plan for a demonstration for women's clubs.

1. Announce title clearly. Be sure it is terse and timely and deals with current information.

2. Begin on time. Never wait for tardy members or late supplies.

3. Have everything ready and be sure to supply quantities of illustrative materials. Secure as much modern and attractive material as possible.

4. Repeat all important points you wish your group to remember at least three times.

5. Always plan for some group activity in every demonstration. The more individual participation provided in the demonstration, the greater the interest, the greater the spread and permanency of information the group receives.

6. It is expedient to have some printed matter on the demonstration to put into the hands of the club members. Printed or mimeographed materials save time in helping club members keep up with the demonstration; it provides a record of the meeting and furnishes important information to be filed or put away for future use.

7. Always close with recreational or social period appropriate to fix meeting and subject in memory for next meeting.

The following form of a demonstration outline will serve to show group activity and subject matter planning:

SUBJECT MATTER	CLASS ACTIVITY
I. Uses of Pressure Cooker 1. Meal preparation 2. Food Preservation a. Purpose of canning	
II. (a) Groups of food we have 1. Acid 2. Non-acid	Class give examples of each group.
(b) Method of preserving each 1. Hot water bath 2. Pressure cooker	Class discussion Class tell whether or not they have used the cooker.
III. Canning demonstration A. Equipment 1. jars 2. rubbers 3. tops 4. spoon 5. knife 6. small pan 7. cooker 8. tongs 9. cane 10. salt 11. vegetable	Class list equipment, examine and discuss the use of each item.
B. Selecting and grading of material.	Class grade vegetable
C. Preparation of product 1. washing 2. removing spots 3. cutting into suitable size 4. pre-cooking	
D. Packing 1. Avoid over-packing 2. Seasoning 3. Removing air bubbles 4. No preservatives	Class examine tops and discuss different types. General class discussion
E. Sealing	Class observe contents of cooker before sealing

F. Processing	
1. Discussion of the cooker	General Class discussion
2. Discussion of the different makes	Examine illustrations of different makes.
3. Discussion of the care of cooker	Questions
G. Opening of the cooker	
H. Storage of the product	
lV. Canning in tin	Examine different tins used.
1. Advantages	
2. Disadvantages	Questions
V. Planning of a canning budget	Each student make budget for her family
1. Things to consider in planning the budget	Questions
2. Plan a family budget	

HOW TO WASH A SWEATER

Any demonstration should be planned in detail in advance of the presentation to the group. Several articles may be washed but sometimes it is desirable to do only one at a time, correlating the washing demonstration with other discussions such as buying, construction, style, etc.

A collection of illustrative material adds to the success of any demonstration. An excellent project for advanced students is to collect and bring in for analysis and discussion garments which have been damaged in washing or to prepare exhibits of correctly and incorrectly washed articles. The following is an example:

> Use a pair of all wool mittens, socks, or baby bootees. Put one of each pair through a series of six washings following the approved method; rub the other vigorously for ten minutes in hot water, using strong soap. Compare results. Note that the properly washed article remains soft and shapely. The rubbed article is matted and shrunken and if colored, it is no doubt faded as well from the use of strong soap and hot water.

SWEATER WASHING DEMONSTRATION:

EQUIPMENT:
- Large table or desk with waterproof covering.
- Three dishpans or large bowls. Pails of water, one hot, one cold, if running water is not available.
- Package of neutral soap flakes.
- Crayon or soft pencil.
- Two bath towels.
- Ironing board, small or large (any padded board)
- Pressing iron.

PROCEDURE:
- Place three bowls on table in line.
- Put water into bowls--adjusting temperature by combining hot and cold to make lukewarm. Have approximately same amount in each--enough to cover garment generously.

Test Temperature: Test temperature with the wrist or elbow. Lukewarm water feels neither hot nor cold--just wet. Check with thermometer if one is available--95°F. to 105° F. is considered lukewarm.

Explain why lukewarm water is important--what hot water can do to dyes that aren't fast. Illustrate with a colored fabric (silk or wool) soaking half in lukewarm and half in water as hot as the hand can stand for a few minutes. Squeeze out and note difference in color of water. Use glass beakers or tumblers to observe differences in color loss more easily.

SWISH UP SUDS: Shake flakes into water in Bowl 1, using just enough to make a thick, rich suds. If the garment to be washed is badly soiled, a second fresh suds will be needed. In this case, prepare two bowls of suds, one of which will have to be emptied later and filled with rinse water.

PREPARE GARMENT: Pick up soiled sweater. Examine for breaks in thread, spots, or other irregularities. Lay out flat on towel or paper and draw outline. Immerse in suds. Be sure there is enough to cover garment generously.

WASH: Wash by squeezing suds through and through fibres with the hands. Do not rub hard. (To illustrate show examples of wool shrinkage caused by rubbing.) If badly soiled, repeat washing in fresh suds. Stubborn soiled spots may require extra attention. With the fingertips work in a little extra heavy soap suds. Squeeze out the suds and transfer to a bowl of clear lukewarm water. Never lift sweater out of suds, letting water drag it out of shape, but always support with the hands.

RINSE: Rinse at least twice, or until all suds is removed. If water is very hard, use the gradual rinse method. This means a small amount of water for the first rinse, with a larger amount for the second. A more complete explanation of this rinsing method is given in the manual. Squeeze out as much water as possible without wringing. Lay out on towel and roll up, using second towel if necessary to separate colors. Unroll immediately. This blots out excess moisture, thus preventing dye stains, and also cuts down on drying time.

DRY: Lay out flat on towel or paper containing outline. Return to shape and size. If necessary, place on board and pin into shape (with rustproof pins). When more than one color is present place a cloth between folds to prevent dye stains. For small garments a blocking frame may be made by cutting

several thicknesses of cardboard to the shape of the outline. Bind them together with adhesive tape. Slip garment over form for drying.

Always dry woolens in an airy place away from heat. An electric fan hastens drying.

FINISH:

Pressing is not always necessary but pin marks may need to be ironed out, or edges straightened. Place on board, straighten area to be pressed. Cover with damp cloth and apply moderately hot iron.

Angoras and brushed wools should be shaken or brushed when dry to restore fluff.

The list of demonstration subjects given below is offered only as suggestions for classroom work. Select one suitable to your interest and talents or bring others to class prepared to defend as a good subject for demonstration. After selection has been made and approved, submit demonstration outline and schedule to give demonstration before class and guest.

1. Construction of Foundation Garments
2. School lunches
3. Chair bottoming
4. Selection and care of silver, glass, and china
5. Convenient clothes closets
6. Self-help clothes for children
7. Use and selection of electrical appliances
8. Cheese making
9. Table service
10. Canning budget
11. Home made rugs
12. Christmas Gift packages
13. Use of Pressure Cooker
14. Outdoor cookery
15. Mattresses and bedding
16. Flower arrangement
17. Planning meals for a farm family of five
18. Tailored finishes
19. Home lighting
20. Window decoration

ASSIGNMENT: Score every demonstration given by members of the class by the score card for a demonstration meeting.

Score Card

for

METHOD DEMONSTRATION MEETING

Plan----------20
- Meeting related definitely to local problems and needs-----3
- Desirability of holding discussed with local leaders-------2
- Designed to bring about changes in knowledge, skills, attitudes----------3
- Part to be taken by local people arranged in advance-------2
- Publicity to arouse interest of community in problem and solution----------2
- Circular letter sent to people probably interested in meeting topic----------2
- Suitably timed----------2
- Central meeting place----------2
- Necessary materials and equipment available----------2

Conduct----------50
- Demonstrator----------10
  - Has confidence of people
  - Is familiar with subject
  - Is skilled technician
- Physical arrangements----------15
  - Place suitable for character of demonstration
  - Arrangement and use of equipment adapted to subject and size and character of audience
  - Audience able to see all parts of demonstration clearly
- Presentation----------15
  - Clear and divided into logical steps
  - In manner to convince audience of ease of acquiring demonstrated skill
- Participation of group through discussion or manipulation- 5
- Demonstration supplemented with printed word---------- 5

Results----------30
- Percentage of people in community with problem attending--10
- Percentage of people attending indicating probability of making changes in knowledge, skill, or attitude--------15
- What transpired at meeting reported to community through news articles and circular letters---------- 5

TOTAL----------100

Extension Studies and Teaching Section
Div. Coop. Ext., Service
U. S. Dept. Agr. - 1937

OFFICIAL DEFINITIONS OF EXTENSION TERMS

1. A program of work is a statement of the specific projects to be undertaken by the extension agents during a year or a period of years.

2. A plan of work is a definite outline of procedure for carrying out the different phases of the program of work. Such a plan provides specifically for the means to be used and the methods of using them. It also shows what, how much, when and where the work is to be done.

3. A community is a more or less well-defined group of rural people with common interests and problems. Such a group may include those withing a township, trade area, or a similar unit. For the purpose of this report a community is one of the several units into which a county is divided for conducting organized extension work.

4. A project leader, local leader, or committeeman is a person who, because of special interest and fitness, is selected to serve as a leader in advancing some phases of the local extension program. A project leader may be either an organization or a subject-matter leader.

5. Demonstrations as contemplated in this report are of two kinds--method demonstrations and result demonstrations. A method demonstration is a demonstration given by an extension worker or other trained leader for the purpose of showing how to carry out a practice. Examples: Demonstrations of how to can fruits, vegetables, mix spray materials, and cull poultry.

A result demonstration is a demonstration conducted by a farmer, homemaker, boy or girl, under the direct supervision of the extension worker, to show locally the value of a recommended practice. Such a demonstration involves a substantial period of time and records of results and comparisons, and is designed to teach others in addition to the person conducting the demonstration. Examples: Demonstrating that the application of fertilizer to cotton will result in more profitable yields, that underweight of certain children can be corrected through proper diet, that the use of certified seed in growing potatoes is a good investment, or that a large farm business results in a more efficient use of labor.

The adoption of a farm or home practice resulting from a demonstration or other teaching activity employed by the extension worker as a means of teaching is not in itself a demonstration.

6. A result demonstrator is an adult, a boy, or a girl, who conducts a result demonstration as defined above.

7. A cooperator is a farmer or homemaker who agrees to adopt certain recommended practices upon the solicitation of an extension worker. The work is not directly supervised by the extension agent and records are not required, but reports of the success of the practices may be obtained.

8. A 4-H club is an organized group of boys and / or girls with the objectives of demonstrating improved practices in agriculture or home economics, and of providing desirable training for the members.

9. 4-H club members enrolled are those boys and girls who actually start the work outlined for the year.

10. 4-H club members completing are those boys and girls who satisfactorily finish the work outlined for the year.

11. A demonstration meeting is a meeting held to give a method demonstration, or to start, inspect, or further a result demonstration.

12. A leader-training meeting is a meeting at which project leaders, local leaders, or committeemen are trained to carry on extension activities in their respective communities.

13. An office call is a call in person by an individual or group seeking agricultural or home-economics information, as a result of which some definite assistance or information is given. A telephone call differs from an office call in that the assistance or information is given or received by means of the telephone. Telephone calls may be either incoming or outgoing.

14. A farm or home visit is a call by the agent at a farm or home at which some definite information relating to extension work is given or obtained.

15. Days in office should include time spent by the county extension agent in the office, at annual and other extension conferences, and on any other work directly related to office administration.

16. Days in field should include all days spent on official duty other than "days in office."

17. Letters written should include all original letters on official business. (Duplicated letters should not be included.)

18. An extension school is a school usually of 2 to 6 days' duration, arranged by the Extension Service, where practical instruction is given to persons not resident at the college. An extension short course differs from an extension school in that it is usually held at the college or another educational institution and usually for a longer period of time.

19. Records consist of definite information on file in the county office that will enable the agent to verify the data on extension work included in this report.

20. The county extension association or committee is that county organization, whether a membership or a delegate body, which is recognized officially in the conduct of extension work in the county.

OFFICIAL DEFINITIONS OF EXTENSION TERMS: Taken from Form 285, Combined Annual Report of County Extension Workers

Extension Studies and Teaching,
United States Department of Agriculture

ILLUSTRATIVE MATERIALS

Materials of all kinds used in giving demonstrations are most valuable to home demonstration agents. They aid in developing important information, they help visualize a point under discussion, and they furnish inspiration for duplication or enlargement.

All illustrative materials should be carefully selected. They should represent the best in the line they are chosen to serve. This does not necessarily mean that they should be elaborate or expensive, but best in practical service.

Sources of illustrative materials may be hand made by the home agent or friends, made in the state office and sent to county, purchased outright, borrowed or furnished by educational departments of commercial houses. Much of the illustrative materials used by the home agents today are the personal property of the agents. This system is neither wise nor fair. It causes the home demonstration agent to personally invest large sums of money in perishable or unsuitable goods. It limits the choice and amount used. If the state office sent out kits containing appropriate materials it would mean more complete varieties, better made, and greater numbers or changes.

If commercial sources are used, care should be exercised in selection, in amount of advertising involved and obligations for use of materials. Quite often good materials can be secured through commercial sources and every home demonstration agent should keep a list of available sources in her file for every use. Of course keeping in mind always to give credit where credit is due, but, at the same time, using her privilege of discretion and choice.

All illustrative materials hould be completely labeled with necessary informative tags and carefully stored for use when needed. It is unsightly lying around in an office or hallway, is easily destroyed, lost or misplaced. Utility cabinets keep small pieces very nicely and large articles should be sent to the basement or storage room.

HOW TO CONDUCT A CLUB MEETING

The following parliamentary procedure for conducting a home demonstration club meeting is recommended as most adequate and, at the same time, concise enough to be used with almost any group:

ORDER OF BUSINESS:

1. Meeting called to order by the president, who rises from her chair and says, "The meeting will please come to order."

2. Opening devotional exercises, if customary in the club.

3. Reading of minutes of the last meeting.

Example:

The president says, "The secretary will read the minutes of the last meeting."

After reading the president asks: "Are there any additions or corrections to these minutes? If not they stand approved as read" or "If there are no corrections the minutes stand approved." If there are corrections the chair informally directs them to be made unless there is an objection, in which case a formal vote as to the wording is necessary. If the minutes are approved and an error is noted later, a vote is required for their amendment.

4. Reports of committees, called for by the president.

5. Standing committees.

6. Special committees.

Procedure--

In each case the president calls upon the chairman of the committee to make the report. A motion to accept or adopt the report must them be made and seconded. After this has been done the report is open for discussion and amendment as regular business. (See section on Motions.)

Example--

President--"We will now have the report of the Entertainment Committee." Chairman reads report.

President--"Will someone move that this report be accepted?"

Second Member--"I second the motion."

President--"It has been moved and seconded that this report be accepted. Is there any discussion or are there any corrections?"

Some discussion may follow.

President--"Is there any further discussion? If not, are you ready for the question?" (That is, ready to vote.)

If the members are ready to vote they say, "Question."

The president then says, "All those in favor say 'Yes' (or 'Aye'); opposed, 'No'. The report is accepted."

5. Unfinished business, e. g., any business left over from previous meeting.

6. New business.

Example--

President--"We are now ready for the new business of the meeting, which is the question of the payment of dues. Will someone make a motion in regard to this matter in order that we may discuss the question?"

Member--"I move that the club dues be paid in quarterly instalments of twenty-five cents each."

Second Member-- "I second the motion."

President--"It has been moved and seconded that the club dues be apid in quarterly instalments of twenty-five cents each. Is there any discussion."

Discussion follows and threatens to become unending--therefore, some member calls "Question," which means that the president must ask, "Are you ready for the question?" Or the president may ask it on her own in-

itiative, and so bring that matter to a vote. All business must be put in form of a motion and seconded before it can be discussed and voted upon.

7. Motion to adjourn.

This must be seconded. It may not be debated.

MOTIONS:

1. Always rise when making a motion.

2. Always address the chair, saying "Madam Chairman" or Madam President." The chairman or president then says, "Miss A." Miss A may not make her motion until recognized by the chair.

3. State your motion as follows: "I move so and so---"

4. Motions must be seconded. It is not necessary to rise to second a motion.

5. After being seconded, the motion must be stated in full by the chair as follows: "It has been moved and seconded that, etc., Is there any discussion?"

6. After the discussion the vote is taken. (See section on voting.)

7. If there is a motion before the house, no other motion can be entertained except its amendment, the previous question, or a motion to adjourn, until the one before the house has been voted.

VOTING:

Only members in good standing are entitled to make motions, to vote, or to hold office.

There are four ways of voting--

1. By acclamation, or voice. The chair says, "All in favor of the motion say 'Yes' (or 'Aye'); opposed, 'No'."

2. By standing or by raising of hand. For description of terms, see EXPLANATION OF TERMS USED.

3. By ballot--e.g., by distributing slips of paper and allowing each member to write "Yes" or "No" or a name

upon the ballot.

4. By calling the roll, or ordering the yeas and nays.

Balloting permits the freest expression of opinion and is best where opinion differs widely.

Acclamation is used for ordinary motions.

Do not permit proxy votes, e. g. , allowing absent members to have someone else vote for them.

Explanation of Majority and Plurality: In an election a candidate's plurality is the number of votes which he has in excess of the votes of any other (especially the next) candidate for office; he has a majority when he has more than half the legal votes cast, ignoring blanks. For example, suppose the total number of votes cast is 100.

A receives 45 votes.

B receives 40 votes.

C receives 15 votes.

A has a plurality vote of 5 (or of 30) but has not a majority vote, for the majority of a total number of votes of 100 would be 51 or more.

AMENDMENTS:

1. An amendment is a motion the object of which is to change or modify a previous motion.

2. An amendment must be seconded.

3. An amendment is debatable.

4. An amendment may be amended.

5. The proper form for an amendment is, "I move to amend the motion by doing so and so."

6. Methods of amending:

a. Striking out a certain word or words, or a sentence.

b. Inserting or adding certain words, or a word, or a sentence.

c. Substituting a motion for the one being considered.

Example--"I move to amend the motion by striking out the words 'more than fifty years old'."

7. An amendment must be voted on before the original motion is put. If the amendment is carried, the question is then put as amended and must be voted upon as a whole. If the amendment is lost, the motion is put as originally stated.

EXPLANATION OF TERMS USED

THE HOUSE--the organization--the club.

THE MEETING--the gathering of the club members.

QUORUM--the number of members necessary according to the constitution or by-laws to carry on the business, as one-half or two-thirds.

TO MAKE A MOTION--to propose that a certain thing be done by the club. It must be "seconded", e.g., approved by a second person in the following words, "I second the motion."

TO AMEND--to change or to modify a motion.

TO ADJOURN--to dismiss or to end a meeting.

MINUTES--the record or report of work of each meeting, kept by the secretary.

THE QUESTION--the business before the house.

THE CHAIR--the presiding officer--usually the president.

TO ADDRESS THE CHAIR--to speak to the presiding officer, addressing her as "Madam Chairman" or "Madam President."

TO BALLOT--to vote by the casting of ballots.

MAJORITY VOTE--the votes of one more than half of the members present at the meeting--unless otherwise stated.

EX OFFICIO--by virtue of office--"The president is ex officio member of that committee."

TO OBTAIN THE FLOOR--to obtain the right to speak, permission and recognition being given by the chair. No one may speak unless recognized by the chair.

A STANDING COMMITTEE--a committee provided for in the constitution usually appointed for the year.

A SPECIAL COMMITTEE--a committee appointed for some particular purpose.

TO LAY ON THE TABLE--to put aside a motion for further consideration at another meeting.

TO REFER TO A COMMITTEE--to put certain work in the hands of a small committee as being better able to consider the matter than the whole club. The committee must report its results at a later meeting.

PRO TEM--for the time being--"she is secretary pro tem" (acting in the place of the secretary, who is absent).

TO CALL FOR THE PREVIOUS QUESTION--to move that the motion as originally stated be put to vote.

ASSIGNMENT:

a. Give class room demonstration of a model club meet- meeting using parliamentary procedure.

b. Conduct panel of accepted club procedure.

COUNTY COUNCIL

1. What is a county council?
2. State your reasons for organizing a county council?
3. Who should constitute the personnel and how should they be selected?
4. How do council objectives differ from county project objectives?
5. What qualifications should be required of council personnel?
6. How does the county council parallel the state council?
7. Give the orgainzation of a state council.
8. How does a state council function in relation to national organizations?
9. What is to be gained by a national affiliation?

PUBLICITY; YEAR BOOKS, CIRCULAR LETTERS, RADIO TALKS, AND NEWS ARTICLES

Good publicity is one of the lifelines of the extension service. Effective news means greater work, more successful meetings, and better informed people. It is a source of disseminating news that should not be exploited for personal aggrandizement but used to reach as many people as possible with the best story of truthful facts.

In a county, various avenues are open to county and home demonstration agents because of their positions. The most frequently used is the newspaper. If it is a daily, a reporter will usually call or come by the office every day for a "scoop". In the case of a weekly or semi-weekly, the two agents are usually asked to write a column, or as much as they feel they need for each issue. This space is reserved and if the agents agree to write regularly for the paper, it should become their privilege and obligation to fill the space in each publication with the best and most current news. Always writing in the third person gives more latitude in telling an incident. Another suggestion is to use as many names of local persons as possible. It is human to like to see one's name in print and especially in connection with a worthy piece of work.

ASSIGNMENT: (1) Write a full column for a weekly newspaper of news particularly interesting to home demonstration club women. Make it full and rich with human interest stories, notices of meetings, accounts and reports of work completed and plans for future work.

(2) Select an article from a well-known farm paper and judge by score card for news articles.

SCORE CARD FOR NEWS ARTICLES

Subject -matter content	30
Timely	6
Accurate	6
Concise	6
Easily understood	6
Conatins suitable appeal	6
Form	20
First paragraph contains who, what, when, where, (How and why, if possible)	8
Details developed in succeeding paragraphs arranged in order of importance	6
Clear, simple language	6
Adapted to local conditions	30
Makes use of data from demonstration or experience of farmers and farm women	9
Contains names, statements by local people	6
Associated with local activity having news value	10
Illustration from local source	5
Probable influence	20
Position in paper	10
Circulation of paper in which used	10
Total	100

Extension Studies and Teaching Section
Div. Coop. Ext., Service
U. S. Dept. Agr. - 1937

CIRCULAR LETTERS

This is another popular form of publicity and certainly has all the possibilities of an educational feature. We learned in our history of extension service that the first circular letter was sent in 1812 from Massachusetts. "A thousand letters were sent to stimulate farmers in growing better agricultural products." Today many county agents send out many thousands of circular letters each week.

These letters are very valuable as a means of disseminating information but they must be carefully written to quickly and effectively tell the whole story. They must not only be neat and attractive in appearance, but they must appeal to the reader in the first paragraph, stimulate him to want to act, and before the close of the letter, include all details of how, when, and where, the reader is expected to cooperate.

Study the following points on writing circular letters, brought out in a discussion of "extension studies and teaching" and revised by Extension Seminar:

Strong Points

1. Reaches large numbers including some who may not participate in extension activities.
2. Conveys timely information.
3. Is adapted to wide range of subject matter.
4. Conveys service information effectively.
5. May be filed for reference.
6. Serves as effective supplement and reinforcement to other teaching agencies.
7. Requires relatively small amount of agent's time.
8. Influences changes of practices at relatively low cost.

Limitations

1. Expensive equipment and clerical help necessary.
2. Continued and too frequent use may minimize the effectiveness of this, as well as other teaching methods.
3. Impression that funds are being wasted may be given by poor composition, improper mechanical preparation, or improper use.
4. Influence limited to people who can read intelligently.
5. Ratio of takes to exposures is relatively low.

SUGGESTIONS FOR IMPROVEMENT

1. Encourage preparation by specialists of typical letters relating to their field.
2. Supplement and reinforce other means and agencies with effective letters.

3. Plan letter to serve a definite purpose.
4. Follow "Want--Solution--Action--Satisfaction" formula.
5. Have appropriate salutation.
6. Attract interest of reader in opening sentences.
7. Make letter appeal to "You."
8. Cultivate a forceful popular style incorporating clarity and conciseness.
9. Capitalize on local information.
10. Make readers realize seriousness of the problem.
11. Arouse desire for action.
12. Provide easy and convenient means for reply.
13. Use a courteous conclusion.
14. Use cartoons and cuts that add apeal and force.
15. Use good grades of paper. Try colored stock occasionally.
16. Improve mechanical preparation.
17. Use up-to-date classified mailing lists.

ASSIGNMENT: Score the following circular letter by the score card given for judging circular letters.

Crossville, Alabama
April 1, 1940

BETTER HOMES WEEK

Dear Club Member:

The County Council of Home Demonstration Clubs is sponsoring a Better Homes Tour during National Better Homes Week, Friday, April 10. Will you please mark this date on your calendar?

Your Demonstration Leaders have planned to have all members from your club meet at the club house at one o'clock on this date. You are urged to come promptly and invite your neighbors or non-club-member friends to come with you.

Cars for the tour will be provided in as far as it is possible. If you will have use of a car for this date between the hours of one and five, please get in touch with one of your club Demonstration Leaders and give her the number of vacant seats you will have.

The tour has been planned to cover the entire community to visit outstanding projects in home improvement work studied this past winter. Route of tour will be furnished each driver before leaving the club house.

Remember the

Time: 1:00 P.M.

Date: April 10

Place: Club House

Yours for Better Home Improvement in Cheehaw County,

Sarah Doe
Sarah Doe
County Home Demonstration Agent

SD:h

RADIO TALKS

Radio talks on farm and home topics are popular over local stations as well as national hook-ups. Most of the talks are prepared in the state office and mailed to the county and home agents in time to read at the scheduled hour. Music, announcements, and itmes of local interest are usually added by the agents.

This form of publicity can be most effective when properly handled. A few routine policies are essential.

1. Plan and time every detail well in advance of the broadcasting hour.

2. Practice reading and become thoroughly familiar with subject content and pronunciation before going on the air.

3. Give credit for all contributions where credit is due.

4. Be regular at the scheduled hour. If it is impossible for the county agents to give the program, plan every detail for the substitute.

5. Test your voice and work for good diction. These qualities can be developed through practice and study.

ASSIGNMENT: Plan a radio program including the above suggestions to be given in your home county.

A SCORE CARD FOR JUDGING CIRCULAR LETTERS

H. W. Hochbaum

		Points
1.	Appeal	30
	Does letter begin with you and your problem?	
	Is the situation and problem really that of the reader?	
	Is local evidence of the situation and problem given?	
	Is this appeal timely?	
	Is the letter confined to one problem?	
2.	What of it?	20
	Is the solution practical, economics?	
	Are specific practices recommended?	
	What satisfaction will come to the reader if he adopts the recommendations?	
	Does the letter tell him how he can get the material or services easily and cheaply?	
3.	Action	20
	Is the reader prompted to act?	
	Is action made easy for him by means of references, addresses, return cards, or other enclosures?	
	What action shall he take:	
	Attend meeting--tour?	
	Send for publication?	
	Get material or service?	
	Interview others?	
	Study own problems?	
	Make survey or report?	
	Enroll?	
4.	Story	15
	Does the story carry reader along to the end?	
	Is the story clear, concise, complete?	
	Are words, sentences, paragraphs, and letter as a whole, short?	
	Is the tale alive, human, yet dignified?	
	Will it build good will?	
5.	Appearance	15
	Is the heading attractive?	
	Is the letter neat, clean, legible?	
	Is the layout attractive?	
	Does the color add to attractiveness and appeal?	
	Are illustrations appropriate, clear-cut, helpful to reader?	
	TOTAL	100

United States Department of Agriculture
Extension Service
Division of Cooperative Extension

A STUDY OF EXTENSION SERVICE METHODS USED IN TEACHING HOME ECONOMICS SUBJECT MATTER TO ADULTS*

This study shows what methods are now being used by subject matter specialists, Home Demonstration Agents, and Project Leaders in presenting home economics subject matter to adults. A questionnaire was sent to all subject matter specialists in the United States. Usable returns were received from eighty-nine of these specialists representing thirty-eight different states and included reports from 1. home management, 2. home furnishings, 3. clothing, 4. nutrition, 5. child development projects. The findings show:

I. Training schools for project leaders are held in all but three states by specialist, home demonstration agents and in some states by project leaders:

II. Specialist and home demonstration agents meet with county and local project groups and give subject matter instruction directly to rural women. Each home demonstration agent doing more intensive work with local group than specialist.

III. Project Leaders attend training classes and meet with local project groups giving them subject matter in project phases in which they have been trained.

IV. Difficulties in obtaining project leaders to assume responsibility is lessening as is also the difficulty in getting project members to attend meetings when instruction is given by project leaders.

V. Home visits are made by specialist, home demonstration agent and project leaders to the homemaker in specific problems.

VII. State subject matter leaflets and bulletins of the Federal Government are distributed to project members to supplement and reenforce the instruction given at meetings.

---

*Alabama Extension Service Files

COMMUNITY ORGANIZATIONS AND RECREATIONAL LIFE

The routine work of club meetings is only one, but a large one, of a continuous five-or-more-ring circus the average home demonstration agent carries on all the time. There are many more demands upon the home agents time and energy than the casual observer realizes. Besides the heavy load of home and 4-H club meetings, council affairs, curb market, individual and long-time projects supervision, annual meetings, office routine and publicity, community organizations are most important and also time consuming.

Most community meetings are held in connection with one or more other groups and concern the most important interest of the community. To mention a few found in an average community: Boys and Girls 4-H Club and Older Youth Groups, Fraternal Chapters, Civic and Consumer Groups. These are all necessary to the integrated life o of a normal community. The larger the community, the more organizations are to be found.

The chief function of the home agent is such a community is to see that the home demonstration group affiliates with the other groups and carries its share of responsibility in bringing the groups together, participating in the activities and helping plan and execute the program.

With the above points in mind, plan a typical community function including publicity, program committees, and anticipated results, proceeds or outcome, and judge according to the general meeting score card.

ASSIGNMENT: Select one of the following community functions in your organization plan:

1. 4-H Club Rally
2. Better Homes Tour
3. Achievement Day Program
4. Home Demonstration Christmas Party
5. Curb Market Sales Day
6. Better Babies Campaign
7. 4-H Style Dress Revue
8. County Fair Exhibits
9. County-wide Picnic
10. Annual Camp
11. Farm Tour to Include Men and Women

Score Card

for

GENERAL MEETING

Plan---------- 20

- Meeting related definitely to local problems and needs-- 5
- Desirability of holding discussed with local leaders---- 2
- Designed to bring about changes in knowledge, skills and attitudes---------- 3
- Part to be taken by local people arranged in advance---- 2
- Publicity to arouse interest of community in problem and solution---------- 2
- Circular letter sent to people probably interested in meeting topic---------- 2
- Suitably timed---------- 2
- Central meeting place---------- 2
- Necessary materials and equipment available---------- 2

Conduct---------- 50

- Physical arrangements of heat, lights, seating, etc., such as to care for physical comfort---------- 5
- Chairman understands and explains clearly purpose of meeting---------- 5
- Speaker familiar with subject and acquainted with local conditions---------- 5
- Presentation clear, logical, adapted to local conditions, convincing----------10
- Illustrative material suitable---------- 3
- Provision for discussion---------- 5
- Nature of action recommended clearly explained and desire to act crystallized----------10
- Social and recreational features appropriate and enjoyable---------- 3
- Meeting opened on time and closed in reasonable time---- 4

Results---------- 30

- Percentage of people in community with problem attending-10
- Percentage of people attending who will make changes in knowledge, skill or attitude---------- 15
- What transpired at meeting reported to community through news articles and circular letters------- 5

TOTAL----------100

Extension Studies and Teaching Section
Div. Coop. Ext., Service
U. S. Dept. of Agr. - 1937

Groups learn to work in the same ratio as they learn to play together. Many a conservative farmer has been won over to cooperating with his neighbor in a terracing program or building a club house as a result of having attended a club recreational meeting. Learning to laugh and play together is a splendid tonic for community growth.

Leadership in community recreation is just as essential as in all group organizations. Some personalities are better suited to work with recreation and others to work with subject matter projects. Time, effort, talent, and willingness to work hard is required of all leaders.

(1) Make s list of desirable characteristics for leaders in community recreational life.

(2) Work out a tentative program for the following recreational meetings:

a. An evening's program for teaching folk games to a mixed crowd of boys, girls, men, and women.

b. One-act play tournament sponsored by County Council of Home Demonstration Clubs.

c. Program following a community dinner for all ages from very young children to elderly men and women.

ANNUAL MEETINGS, RALLIES, TOURS, CAMPS, PICNICS, BETTER HOMES AND SPECIAL WEEKS, FAIRS, CURB MARKETS, AND ROADSIDE MARKETS

Meetings that come but once a year are red-letter days in any county program and require special planning, time, and preparation. The effort and expense involved is always justified on the basis of the educational benefit to the masses, the opportunity for the occasional member to participate, the advantage of seeing segregated areas of county program as an integrated whole, to observe the handiwork of neighbors, and by friendly competition, build up standards.

For a successful annual meeting much careful planning and advance preparation is essential:

1. To stimulate the group to want a county-wide exhibit.

2. Detailed planning by leaders, agent and cooperating persons.

3. Delegating work to individuals or committees.

4. Extensive and thorough publicity through most expedient channels.

5. Advance letter of instructions and directions to every emeber.

6. Explicit plans for transportation.

7. Adequate housing facilities.

8. Detailed meal planning and amount of cooperation expected of each member.

9. Attention given to attractions, benefits, or gains that might be expected from attending such a gathering.

CURB MARKETS AND SALE DAYS

Income earning projects in home demonstration circles have been rapidly increasing in the past fifteen years. A great transition has taken place since the days when farm women sold the extra pound of butter or dozen eggs for spending money to the present day of cooperative markets and guilds operated by home demonstration club women. In many instances the produce sold still represents the surplus from table or family needs. In many more it represents organized groups of women working individually in their homes but maintaining standards, meeting competition and managing home duties to free more time for income earning.

Apart from the organized mountain and farm home women in several state and regional orgainzed handicraft guilds the curb markets are the most universal means of increasing the farm women's income.

Usually the markets are under the supervision of the home agent but served by a curb market master, paid from the small fees collected as rent for the stalls and privilege of selling on the market. The amount of the fee varies with the size of the market, number of days per week the market is open, and materials furnished by the market master as bags, paper, scales, containers, etc.

The curb market master keeps up with the local market prices of garden, orchard, dairy, poultry, and home produced products. These prices are posted on a central bulletin board and all sellers are required to sell from the daily posted prices. The market master assigns stalls, settles disputes, writes advertising matter and executes all policies and regulations of the market.

The home agent keeps in touch with the market, notes progress, suggests changes, represents the Governing Board at the market, plans with the club members interested in the market just what to produce to sell, assists in maintaining standards and is responsible to the State Extension Service for the monthly report of the market.

The Governing Board is composed of a representative of the Business Men's Club, Federated Women's Clubs, Civic Organization, a Local merchant, a curb market seller, market master, and home agent. This board forms policies for the market, makes suggestions for improving the market, undertakes to be responsible for housing the market, including expansion plans and any other factors that concern the success of the project.

Because the curb markets are conducted under the direction of the Extension Service to assist club women to sell their surplus garden and home products at a profit, the markets are operated tax and rent free. The location is usually Federal property or loaned by some philanthropic person. The building is financed by a civic or social club, county commissioners, or by donations of the sellers. The upkeep and landscaping is taken care of by the market master with part of the stall fees.

The most interesting part of curb markets, sale days or guilds is the human interest stories that grow out of how the sellers spend their profits. The money in almost every case goes for something very near a woman's heart, as giving her family "extras". Sometimes it is music lessons for a daughter, college for a son, water works in the house, landscaping the home, another milk cow for the family or a tractor for the husband. Small, but regular, sellers quite often depend upon the curb market sales to supply staple groceries for the table or pay the R. E. A. bill each month.

ASSIGNMENT: Study the following suggested curb market rules and criticize. What changes would you recommend?

QUALIFICATIONS OF MARKET MASTER: The curb market master should be a person familiar with farm conditions, one who is able and willing to devote the necessary time and effort to the work, can work cooperatively with other people, is enthusiastic and believes thoroughly in the undertaking, is progressive and has the confidence of the people with whome she works, has a sympathetic understanding of the problems of farm families, possesses the ability to organize efforts and hold up standards, and will take constructive criticism in the right spirit.

DUTIES OF CURB MARKET MASTER:

It is the duty of the curb market master to:

1. Issue permits, collect fees, and assign space to sellers.

2. Cancel and take up permits for space when permits have expired and when sellers will not follow the curb market rules.

3. Supervise and direct the curb market activities as outlined by the curb market committees.

4. See that the curb market premises are kept clean.

5. Advise the curb market committee of needed repairs to curb market tables, building and facilities.

6. Keep fully informed on store prices of products being offered on the market and keep curb market prices in line with store prices.

7. Keep posted in a conspicuous place an up-to-date list of farm products with prices being offered.

CURB MARKET PERMIT:

CURB MARKET PERMIT_____No._____

"_____Curb Market for the City of_____, Ala. Date__

This certifies _____of _____is hereby granted permission to sell on the curb market. Acceptance hereof is subject to all the rules and regulations controlling same."

No._____Stall

_____
Curb Market Master

(A permanent stall may be secured upon payment of a special fee set by the curb market committee.)

In view of the important role played by the curb market as an outlet for farm and home produce it is desirable that their organization and operation shall be efficient and conform to recognized marketing principles. Curb markets offer opportunities to enhance fram income through the sale of products which otherwise might not be sold, through higher prices for properly graded quality produce, and by lower marketing costs than would otherwise be possible.

As an educational and social institution a curb market is a valuable asset to any community. The exchange of ideas, the opportunity to acquire broader perspective, and the experience of working together toward a mutual goal are only a few of the many advantages which may be expected of a curb market. In order that the curb markets of the State may attain the efficiency which will reflect credit on the community and on themselves the following suggestions are made.

1. The curb market shall be under the direction and supervision of a curb market committee which shall consist of representative groups and organizations in the county.

a. The members of the committee shall be elected by the group they represent for a definite term, provided, however, that the committee shall at all times consist of a majority of members who have had at least one year's experience as a committeeman.

b. Representatives of sellers on curb market shall be in proportion to those representative consumer groups. No one whall retain a majority on the committee.

c. Extension service employees shall act in an advisory capacity but may not by law take a position of active direction.

d. The committee shall employ a market master who shall be directly and solely responsible to the committee for carrying out their policies. (The market master shall not be a member of the committee.)

e. The committee shall establish grades and standards and require that the produce offered for sale on the market conform to these grades and standards.

f. A permit authorizing the sale of produce in the market shall be issued to persons upon apllication to the curb market master provided they are producers of what they offer for sale. This permit to be used by the owner or any member of his immediate family or employee.

AGRICULTURAL AND HOME ECONOMICS BULLETINS AND PRINTED MATTER

The various agriculture and home economics agencies publish valuable bulletins and printed matter that are available to extension service workers. All young home demonstration agents should know where to obtain such materials when needed. With some organizations it is well to ask to have your name placed on their mailing lists.

WHERE TO OBTAIN BULLETINS AND MIMEOGRAPHED MATERIALS

Government Publications:

Bureau of Education, Department of Interior
Bureau of Labor Statistics, Washington, D. C.
Department of Agriculture
    Bureau of Home Economics Bulletins
    Children's Bureau Bulletins
    Farmer's Bulletins
Department of Commerce
    Circulars of Bureau of Standards
Federal Board of Vocational Education
    Office of Education, Washington, D. C.

STATE PUBLICATIONS:

State	State Board of Education	Extension Dept.
Alabama	Montgomery	Auburn
Arizona	Phoenix	Tucson
Arkansas	Little Rock	Little Rock
California	Sacramento	Berkeley
Colorado	Fort Collins	Fort Collins
Connecticut	Hartford	Storrs
Delaware	Newark	Newark
Florida	Williston	Gainsville
Georgia	Stlanta	Athens
Idaho	Boise	Boise
Illinois	Springfield	Urbana
Indiana	Indianapolis	Lafayette
Iowa	Des Moines	Ames
Kansas	Topeka	Manhattan
Kentucky	Frankford	Lexington
Louisiana	Baton Rouge	Baton Rouge
Maine	Augusta	Orono
Maryland	Baltimore	College Park
Massachusetts	Boston	Amherst
Michigan	Lansing	East Lansing
Minnesota	St. Paul	St. Paul

State	State Board of Education	Extension Dept.
Mississippi	Jackson	Agricultural College
Missouri	Jefferson City	Columbia
Montana	Helena	Bozeman
Nebraska	Lincoln	Lincoln
Nevada	Carson City	Reno
New Hampshire	Concord	Durham
New Jersey	Trenton	New Brunswick
New Mexico	Sante Fe	State College
New York	Albany	Ithaca
North Carolina	Raleigh	Raleigh
North Dakota	Bismarck	Fargo
Ohio	Columbus	Columbus
Oklahoma	Oklahoma City	Stillwater
Oregon	Salem	Corvallis
Pennsylvania	Harrisburg	State College
Rhode Island	Providence	Kingston
South Carolina	Columbia	Clemson College
South Dakota	Pierre	Logan
Tennessee	Nashville	Knoxville
Texas	Austin	College Station
Utah	Salt Lake City	Logan
Vermont	Montpelier	Burlington
Virginia	Richmond	Blacksburg
Washington	Olympia	Pullman
West Virginia	Charleston	Morgantown
Wisconsin	Madison	Madison
Wyoming	Cheyenne	Loramie

MISCELLANEOUS PUBLICATIONS:

American Child Health Association, 370 Seventh Avenue, New York
Child Study Association of America, 509 West 121 St. New York
Bureau of Publications, Teachers College, Columbia University, N. Y.
Educational Magazines and Bibliographies
Journal of Home Economics, Washington, D. C.
Experiment Station Records, (Contains divisions on Textiles, Foods, and Nutrition)
Home Economics Education, Home Management
Superintendent of Documents - Government Printing Office, Washington

BIBLIOGRAPHY

SYLLABUS; American Home Economics Association (Current Annual Edition)

WOMEN AND WORK: Bennet, Helen Marie

AN INTRODUCTION TO HOMEMAKING AND ITS RELATION TO THE COMMUNITY: Bower, Willie Melmath

THE ART OF HOME LANDSCAPING: Bottomley, M. E.

ENRICHED COMMUNITY LIVING: Delaware Board of Education, 1936

THE HEALTHFUL FARMHOUSE: Dodd, Helen Chamberlain

WOMEN IN TWO WORLDS, 1938: Ely and Chappell

THE AMERICAN WOMEN: Graves, Ernest

OFFICE MANAGEMENT: Galloway, Lee

OCCUPATIONS FOR WOMEN: Hatcher, O. Latham

STUDY OF THE PROBLEMS OF 652GAINFULLY EMPLOYED MARRIED WOMEN: HOMEMAKERS: La Follette, Cecile

FIELDS OF WORK FOR WOMEN: Leuck, Miriam Simons

THE FAMILY IN THE PRESENT SOCIAL ORDER: Linquist, Ruth

MANNERS IN BUSINESS: Mac Gibbon, Elizabeth G.

MEASUREMENT OF HOME CONDITIONS: McCormick, Mary J.

WOMEN'S WORK IN AMERICA: Meyer, A. N.

THE FAMILY: Nimkoff, Meyer F.

OFFICE ETIQUETTE FOR BUSINESS WOMEN: Parker, Ida White

HOW TO PLAN DISCUSSION PROGRAMS*: Polson, Robert

WOMEN WHO SPEND: Richardson, Bertha June

WHAT TO WEAR: Wieth, K. A.

A WOMAN'S BEST YEARS: Wolfe, W. Beran

---

*Bulletin 419 - September 1939, Cornell, Ithaca, N. Y.

PART 111

4-H CLUB WORK

4-H Clubs

"No leader is fully in command of his own thought until he has faced the conditions and studied the facts with others."

Program-National 4-H Club Camp
Washington, June 1927

THE NATIONAL ORGANIZATION AND HOW IT FUNCTIONS

The 4-H clubs are a part of the national system of Extension Service in Agriculture and Home Economics conducted by the United States Department of Agriculture, the Land Grant Colleges, and the counties cooperating. This educational service was made possible by the passage of the Smith-Lever Bill in 1914 and the Capper-Ketchum Amendment, 1922-23, providing further funds for club work in the various states. It is available to all boys and girls between the age of ten and twenty years. The organized clubs in the counties are under the supervision of the county and home agents.

The national emblem of the 4-H clubs is the four-leaf clover with the letter H on each petal. The four H's stand for Head, Heart, Hands, and Health. The copyright for the emblem is controlled by the United States Department of Agriculture to prevent commercial concerns or others from using in advertising.

Long before federal appropriations were made for organized 4-H club work, young people interested in learning more about farming or earning a little extra money were encouraged to raise a tenth of an acre of tomatoes or to hatch a few chickens. Parents and teachers supplied the encouragement, land, seed, and eggs, The boys and girls did the work and succeeded very well because out of this modest beginning has grown the largest organization for rural youth in the world.

In the early days of 4-H clubs the work was conducted by individual visits to the members' homes. On these visits the agent usually planned to spend the night in the community and visit other club members in the neighborhood. The agents assisted with any practical piece of work that had to be done at that time on the farm or in the home. If it was time to cull the poultry flock, suggest new paint for the kitchen walls, cut out a dress, spray the orchard, or try a new recipe for gingerbread, the home or county agent assisted and taught the proper method in performing the task.

As the work advanced and more and more clubs were organized, State and Federal supervision was necessary. State Leaders for Boys Clubs and Girls' Clubs were appointed and Washington appointed a National Director of 4-H Clubs whose duty it was to plan programs, work out needed projects and perfect organization plans to be carried out in every community where there was a 4-H Club.

It is possible today through 4-H club work for every farm boy or girl to have the opportunity of achieving community, state, and national recognition for leadership. It is possible

through 4-H club work to receive practical vocational training in agriculture and home economics. To the ambitious, earnest, and sincere boy or girl, 4-H club work opens avenues for personal advancement, group participation, increased standards for work and living, better management of resources and appreciation of true values for self and family.

"The distinctive educational objectives of 4-H club work are:

1. To help rural boys and girls to develop desirable ideals and standards for farming, homemaking, community life, and citizenship, and a sense of responsibility for their attainment.

2. To afford rural boys and girls technical instruction in farming and homemaking, that they may acquire skill and understanding in these fields and clearer vision of agriculture as a basic industry, and homemaking as a worthy occupaiton.

3. To provide rural boys and girls an opportunity to'learn by doing'through conducting certain farm or home enterprises and demonstrating to others what they have learned.

4. To instill in the minds of rural boys and girls an intelligent understanding of an appreciation of nature and of the invironment in which they live.

5. To teach rural boys and girls the value of research, and to develop in them a scientific attitude toward the problems of the farm and the home.

6. To train rural boys and girls in cooperative action to the end that they may increase their accomplishments and, through associated efforts, better assist in solving rural problems.

7. To develop in rural boys and girls habits of healthful living, to provide them with information and direction in the intelligent use of leisure, and to arouse in them worthy ambitions and a desire to continue to learn, in order that they may live fuller and richer lives.

8. To teach and to demonstrate to rural boys and girls methods designed to improve practices in agriculture and homemaking, to the end that farm incomes may be increased, standards of living improved, and the satisfactions of farm life enhanced. *

---

*Recommended policies governing 4-H club work. Report of the National Committee of the Land-Grant Colleges and the United States Department of Agriculture on 4-H club work. May 1935. 21 pp (Mimeographed)

COUNTY ORGANIZATION AND PROGRAM PLANNING

4-H club organization in a county follows the same plan as that used for adults. Separate clubs are organized for boys and girls in the several communities in a county. Officers are elected from the club membership and the program and project work is supervised by the county agent, assisted by one or more local leaders, depending upon the size of the club or the number of projects carried.

The majority of clubs carry one major project in a county, a minor project and a productive or income earning project. For example, dairying, poultry, gardening. bee-keeping, or horticulture would be considered a productive project. Foods, clothing , health, or room improvement are subject matter projects.

Each club member is required to keep a record of her club work and is rewarded at the end of the year for every completed project. This recognization is some form of merit as a certificate, achievement seal or pin.

Competitive contests to stimulate participation, growth, and high standards in club work are carried on in the counties and state. The several state project winners attend two national 4-H Club meetings each year. For outstanding achievements in Leadership representative boys and girls attend the National 4-H Club Camp in Washington, D. C. each summer. Subject matter project winners go to the 4-H Club Congress in Chicago each winter. Recognized citizenship in all club work is the deciding criteria in choosing members for 4-H awards of any kind.

ASSIGNMENT: Write out a demonstration plan for a 4-H club meeting. Include program before the demonstration and recreational feature at the end of the club meeting. Use parliamentary procedure where ever it is needed in your plan.

MODEL 4-H CLUB

Equipment: Desk or table, three chairs, (for the officers who preside) a clock, pencil, paper, a gavel, a calendar, song book, and a table are needed equipment for the demonstrations.

Room Arrangement: The room must be clean and attractive. The chairs or seats are arranged so that every club member can see and hear. Have the president, vice-president and secretary seated at the table. The song leader and demonstrators sit on the front row.

Order of the Meeting:
(See 4-H Handbook)

House comes to order.

President: rapping on the desk or table after the members are seated, "The house will please come to order." Silence. "The song leader will lead us in singing 'America The Beautiful' after which we will remain standing and Louise will lead us in the 4-H Pledge." (The song books are given to the club members by the song leader as they enter the room.)

The song leaders rise and one says, "Let 's stand. Ready, Sing." The song is sung. The club remains standing and the president, or the person appointed by the president, leads the 4-H Pledge. The club repeats it in unison. The president may say, "Be seated."

Minutes and Roll Call:

President: (still standing) "We will now have the roll call and reading of the minutes." He sits down. The secretary rises and addresses the president, "Mr. or Madam President." The president bows his head slightly or calls the secretary's name. The secretary then calls the roll (by captains if the enrollment is over twenty-five) and reads the minutes.

President; rising, "If there are no corrections the minutes stand approved as read." (If there are corrections, the president asks the secretary to make the correction or addition and then he says, "If there are no further corrections, the minutes stand approved as corrected."

Committee Reports:

President: "Is there a report from the membership committee?" He sits down. Chairman of Membership Committee, standing; "Mr. or Madam President " President recognizing the chairman calls his name. The chairman gives the following report: "There are ten new members. They are--(Names are called and members stand.) Fifteen names have been given to me, but they are not members yet. Ten of these will

join if they do not move during the next month."

Respectfully submitted by,

Louise Lee, Chairman
John Pate
Louise Seals
Mary Ress

In like manner reports of the other standing committees are given.

President: standing, "You have heard the reports of the standing committees, If there are no objections, these reports will be accepted." The chairman gives the secretary a copy of the report.

Unfinished Business:

President: (Still standing) "Is there any unfinished business?" Is so it is handled as follows:

Club Member rises: "Madam or Mr. President"

President: "John"

John: continuing, "As stated in the minutes, we are to decide whether we are to join the farmers in the tour of the experiment farm. I asked Mr. James, our leader, to take his truck and he will take us for 25¢ each. We are to carry our own lunches. Drinks can be bought there. Mr. James will meet us here at the school house at 6:00 A. M. but will take us to our homes on our return. This tour is on Saturday October 21."

President: "You have heard John's report. What do you wish to do? The chair is ready for a motion."

Club Member: "I move that the club join the farmers on the experiment farm tour of October 21."

Second Club Member: "I second the motion."

President: "Is there any discussion?"

If the club wishes to discuss the plans they do so now. If not, someone says, "Question," signifying that the group is ready to vote.

President: "You have heard the motion. All in favor say "Aye'; all opposed, 'No.' The president announces the vote by stating which side has the majority and then gives the result of the vote as, The ayes have it and the motion is carried." or "The no's have it and the motion is lost."

President: "If there is no other unfinished business, is there new business?" (This would be handled as the old business was.) "If not, let us sing 'A Song of the Open Country." Louise and John, our song leaders, will take charge.

Song Leader: "Stand - ready- sing."

President: "Be seated. The program chairman will take charge." President sits down.

Program:

Program Chairman or Captain: "Mr. or Madam President." President bows slightly. "I am Sue Mims, captain of Team 4. We are giving you today a program on 'What the Well Dressed School Girl Will Wear This Fall'. The program is as follows: (Reads the program)

Posture--How to Sit and Stand
Told by Sara Jones, demonstrated by
Mary Smith, club members
Demonstration --The Steps in Making a Bound Button Hole,
Marie Lee and Florence Mims, Club members
Poem- "If"For Girls, by Elizabeth Lincoln Otis
Frances Mays, Club member
Talk - Fashions for Fall
Sara H. Hill, Club member
School Dresses- Introduced by 4-H Leader, Mrs. Joe Tell
Made and modeled by Sara Jones, Mary Smith
Sue Mims, Marie Lee, Frances Mays, and Sara Hill
Points to be remembered -
Miss Laurie Hill, Home Demonstration Agent

Program Chairman: "This ends our program for today. Thank you."

President: "At this time I would like to ask Miss Hill, our home agent, to talk to us."

Miss Hill comments on the demonstration and gives other related facts of interest. (Not too long.) She also collects reports on record books, projects, etc., from the captains.

President: "Thank you, Miss Hill, we will see if we can't work out a community program so the parents can see these dresses. Each member could exhibit what he or she has done this past month." (If a joint club, the demonstrations should be of interest to boys and girls.) "The recreation chairman, Laurie Lou Seals, has something for us."

Recreation Chairman: "Would you like to see something that has never been seen before and that will never be seen again? All right.

I'll crack this peanut hull. Here are the peanuts. They have never been seen before. I'll eat them and they will never be seen again." (This is from Fun For All - Miss Barrett, Jefferson County Agent.)

President: "Team 5 will have charge of the next program. It will be on _____ _____. Do I hear a motion that we adjourn?"

Club member: "I move that we adjourn."

Meeting adjourns.

This meeting should be given in ah hour and twenty minutes. Score your meetings by the 4-H Handbook.

TEAM DEMONSTRATIONS

A team demonstration consists of two or more club members chosen previously to give a demonstration on some subject related to the year's program of the club. Teen-age boys and girls enjoy working together so the teaching of improved farm and home practices lends itself to team demonstrations. The how or method of carrying out that improved practice is shown by the team. Teams are used to teach large groups methods of carrying out improved practices and how to judge finished products. The other club members assist by discussing the demonstration, keeping record of the points to be remembered and scoring the demonstration team. The demonstration is an improved farm and home practice and is worked out by the boys and girls from material supplied from the county agent's office. The leader and agent assist in the selection of the demonstration and give suggestions as to the procedure necessary to give a good demonstration.

Some general suggestions to be observed by the team giving the demonstration are:

1. Preparation
   - A. Study suggested outline carefully.
   - b. Study all the subject-matter you find helpful.
   - c. Make the information your own.
   - d. Choose clever but practical ideas for illustrative materials.

2. Supplies, Equipment and Illustrative Material for Demonstrations:

   - a. Arrange all supplies neatly and in the order which you will use them.
   - b. Keep in mind throughout the entire demonstration the appearance of the demonstration table. Keep it neat and attractive. Be sure the club members can see what you do.

3. Introduction:

   The captain introduces himself and his team mates and announces the demonstration. If the team is responsible for the entire program, he reads the program.

4. Posture:
   - a. Stand erect on both feet.
   - b. Breathe deeply.
   - c. Don't lean on the table.

5. Delivery:
   - a. Be pleasant. Have your audience feel that you enjoy giving the demonstration.
   - b. Do not be afraid. The club members listening to you

are your friends and want you to do well.

c. Be natural. Tell the things you wish to teach in your demonstration in the same manner you would talk to a friend.

d. Make your audience feel that you believe sincerely in your club work and in the particular method you are demonstrating.

e. When emphasizing important points in your demonstration, tell your audience why you do a certain thing a certain way.

f. It is customary to ask the audience at the end of the demonstration if they have any questions. If you do know the answer, give it in a clear concise manner. If you do not know the answer, don't bluff. Say you don't know but you will try to find out.

In planning a team demonstration, take into consideration the time of meeting, the place of meeting, the age and club experience of the members to give the demonstration, the equipment and materials available, the need of the community and the club members who are to repeat the demonstration at home. The improved farm and home practices selected should be simple and one that children can understand. The team is composed of the club members; so there may be first year club members in the fifth grade;other members fourth year in club and enrolled in high school, all in the same team. So the work planned must have a part for the new team member and the experienced member. The first demonstration given each year should be well planned as it serves as a model for the other demonstrations to follow throughout the year.

A team demonstration may be worked out as the one that follows. This demonstration will be given by third year club girls. The subject-matter is taken from first year Foods by Miss Mildred Simon, Nutritionist, Alabama Extension Service.

Team Demonstration in Foods
Breakfast, Unit 1 - Foods For First Year
Team 6 girls.

Captain: "At this time I should like to introduce to you my team. They are (names the 5 girls) The demonstration we are to give today is 'The Serving of a Simple Breakfast" from Unit 1, Foods for First Year. Our menu is tomato juice, oatmeal, toast, and whole milk. Louise will discuss 'The Importance of Breakfast as a Meal.'" (The other team members retire to side of stage to listen too.) Louise gives the minute talk using as a reference first four paragraphs, page 6, Foods Selection, Preparation and Serving by Miss Mildred Simon, Extension Nutritionist.

Captain: "Thank you, Louise. Mary and Sue will show us how to serve tomato juice for breakfast." The demonstration table previously arranged is uncovered. On it is a jar of home canned tomato juice,

half a lemon, on a plate or tray, a dish towel neatly folded, a small glass suitable to serve the tomato juice in, a small plate for the glass, salt and pepper.

Mary: "While Sue opens the jar, I will tell you why we have tomato juice for breakfast. First, it stimulates our appetite, which often lags at breakfast. It adds minerals and vitamins. Girls, I have read that tomatoes are classed as one of the beauty vegetables because of its iron and viatmins. So let's can it and use it often. (Mary talks until Sue has the jar open.) Sue has the jar open."

Sue: "I'm going to serve the tomato juice in this small glass so its pretty red color may be seen. This small plate will be used under it so that it can be easily removed from the table. Lemon juice (holding up the lemon) is often added to make the tomato juice a bit more tart in flavor. Salt and pepper may be added. A wee sprig of parsley adds a green color for such occasions as Christmas. But for every day, we like good cold tomato juice to stimulate our appetites." (Mary has the table in order when Sue has finished.)

This table is cleared or moved away, leaving the tomato juice on the plate to be used later. The two demonstrators, Sue and Mary, are seated.

Captain: "Thank you, Mary and Sue. Sara and Eloise will tell us how the cereal was cooked."

Sara and Eloise bring in or uncover a tray that has cooked oatmeal in a jar, a double boiler, a measuring cup, spoon, salt, a jar of water, a clean neatly folded dish towel, cereal bowl, plate, sugar and cream.

Sara: "While Eloise arranges the table, I will tell you why we chose oatmeal for our breakfast. Oatmeal is a whole grain cereal. It supplies our bodies with heat, energy, minerals, and roughage. Whole grain cereals are very nutritious, but it takes a long time to cook them. So we cooked this oatmeal slowly, but Eloise will tell you about that." (Eloise arranges the table for the demonstration.)

Eloise: "Last night I measured 1 cup of dry oatmeal, stirring it slowly into four cups of boiling water. One level teaspoon of salt had been added to the water. This boiled for five minutes. ThenI cooked it in the upper part of the double boiler for 45 minutes. So today I have this jar of oatmeal that is ready to serve. I shall put it back on the rack in this container of hot water to keep it hot."

Sara: "We have the cereal bowl and will place it on the table in this plate. It will be served with sugar and whole milk." Eloise holds up the sugar and milk.

Sara: "Thank you." Sara and Eloise remove the tray and are seated.

Captain: "Thank you. The toast of our breakfast has been prepared, I used whole wheat bread in making this toast. I am using an electric toaster. This toast should be served hot, so I will wait and put it in the toaster just after Louise sets the table. Louise, will you set our table?"

Mary and Sue bring in dishes on a tray so Louise begins. A card table is all right to serve breakfast on. Use a silence cloth and a white card table cover and napkin.

Louise: "The table at meal time is one of the most important gathering places for the family. We want all members of the family to sit down and eat breakfast all at one time. Today we are serving a breakfast for one; so I will set the table or lay a cover for one person. This cloth is white with the fold exactly down the middle. I will place it on the table. This silence cloth is an old sheet folded to fit this card table, but it will protect the table. There is less noise in serving if one uses a silence cloth.

I place this small low bowl of wild red berries in the cnter for a centerpiece. Everything used on the table must be spotless. I'm placing the silver and china by the chart drawn on the board. I drew this chart from the one on Page 11 of Foods for First Year, by Miss Simon. I place the service plate in the center of the cover, an inch from the table edge. The knife goes to the right with the sharp edge toward the plate. The spoon is placed to the right of the knife on a line with the edge of the plate. The fork is placed at the left with the napkin folded with the open side toward the plate. The glass is placed at the tip of the knife. We will have two glasses, one of milk and one of water. They will be filled about full, not too full or it will spill. (Mary places the glasses for Louise.) If needed a bread and butter plate is placed at the end of the fork. We are using one today; so Eloise will put a ball of butter on the plate. The hot toast will be eaten with the oatmeal, or with the milk as the guest prefers. The table is set. The chair is placed so that it touches the table cloth.

Sue, will you place the tomato juice on the service plate? See it remains on the small plate. This makes it easier to remove. We are asking our captain to eat our meal and Eloise to serve." (The captain, Frances, seats herself at the table.)

Louise: "Notice that Frances sat in her chair from the left side. She is ready to eat. Let's pretend the blessing is said. Now the napkin is unfolded (Frances unfolds the napkin, and during the rest of the demonstration shows each step as Louise reads it) half across her lap. Frances drinks the tomato juice slowly. Now, Eloise will remove the small plate and glass with her left hand and the service plate remains. Eloise will bring in the hot oatmeal. Notice it is on a small plate too. The sugar and cream is passed to the left. Frances serves herself sugar, using the sugar spoon. She pours cream on the cereal. It is nice to use a small tray for the sugar bowl and cream

pitcher. Hot toast is passed by Eloise. This is passed to the left and Frances takes a piece with her fingers and places it on the bread and butter plate. She breaks the toast, trying to get as few crumbs on the table as possible. Then with her knife she butters a small piece at the time. This piece is eaten before another piece is buttered. The knife remains across the small bread and butter plate. Eloise, will you refill the water glass? Notice that Eloise serves all drinks to the right. A glass is refilled without being removed from the table. A napkin is used to keep the drip from the pitcher off the table. (Eloise shows that.) Frances has finished. Notice that she leaves the spoon in the cereal dish, her knife, cutting edge toward her, on the bread and butter plate and her napkin is folded neatly and placed on the table as it was at the beginning of the meal. The fork was not used; so it is left on the table as it was placed. Frances, the captain, rises from the left of the chair as she was seated. Thank you."

Captain: "Thank you, Louise. I hope that all of you could see. The breakfast was fine. Are there any questions?"

Club Member: "Why did you place the fork on the table if it was not used?"

Captain: "Louise would you like to answer?"

Louise: "The fork was placed to show a correct cover for a breakfast. We could have left it off for this breakfast."

Captain: "Are there other questions? The points to be remembered are on the board. We will ask Miss Hill, our agent, to summarize for us."

Miss Hill may score the demonstration, or just discuss it.

DEMONSTRATION SCORE CARD:

Subject Matter----------30 points
- a. Importance and relation to 4-H club program
- b. Accuracy of statement and methods
- c. Organization of presentation
- d. Clearness

Team Work----------30
- a. Preparation, arrangement, and use of material
- b. Organization of work--each member busy with a definite part--no delays or silences if possible.
- c. Each member does an equal amount of demonstration.
- d. Appearance and conduct of team. Net on hair; uniform (4-H 2815, Progressive Farmer, Birmingham) if a foods or food preservation demonstration. A neat comforatble wash dress or smock, if home improvement or clothing.
- e. Be pleasant in relationship to other members of team.

Skill----------25
- a. Ease in procedure
- b. Workmanship and efficiency in using equipment
- c. Neatness and cleanliness while working
- d. Speed

Results----------15
- a. Effect on club
- b. Materials used in carrying out demonstration

Practicability----------15
- a. Value of principles taught to this community.

SUGGESTED OUTLINE FOR A CLUB PROGRAM:

Gold Ridge Community
10 members- 6 girls, 4 boys

A. Study and Discussion for year: "Agriculture Legislation"

B. Community Project
   1. Equipping the school playground for small children.
      a. Get up-
         Planning committee
         Financing committee
         Construction committee

C. Individual Projects
   1. Clothing group
      Four demonstrators
      a. Planning and making my own wardrove for fall and winter (2 girls)
      b. Planning and making the entire wardrobe for my 2 sisters (3 girls)
      c. Planning and making a 3-piece wool outfit for myself.
   2. Foods
      Two demonstrators
      a. Planning and serving of a reducing diet (under a doctor's care) to me and my sister.
      b. The cost, plans, for serving a menu for 20 company dinners.
         Complete when 10 meals have been served.
   3. Livestock
      a. Developing a swine herd (2)
      b. Care and Management of the family dairy.
      c. Brood mare and colt.

D. Self Improvement
   1. Three demonstrations on personal hygiene
      a. Care of Teeth
      b. Care of Hair and Nails
      c. Care of Skin and Nails
   2. Three demonstrations on Social Etiquette
      a. Introductions
      b. How to order a meal in a cafe
      c. Travel Etiquette
   3. One demonstration on Better English
      a. Words commonly mispronounced

This outline of the program is suggested for a community that is closely settled and where neighbors work together. A much simpler outline might be adopted for a more sparsely settled community. Club members should make their own program for the year (with suggestions of course), adopt their own goals and set up their own organization. It is wise for them to plan two meetings each month, one meeting of actually doing something. Example: clearing the school ground, girls furnish lunch or wash windows or social and the other meeting a business meeting.

Some suggested community projects are:

1. Mosquito control
2. Playgrounds
3. Club house
4. School yard
5. Community roadside beautifications
6. Providing lunch room equipment at school
7. Sponsor a family recreation or play night
8. Organize a community "better theater"
9. Sponsor 4-H club activities
10. Landscape school grounds
11. Clean-up campaign
12. Library

Some suggested individual projects for older youth(girls) are:

1. Clothing - construction, budgeting, buymanship, etc.
2. Foods - preservation, nutritional studies, foods for special occasions.
3. Food preservation - family budget, baby's budget, pickling or brining demonstration.
4. Home Improvement - improve living room, make curtains, improve kitchen.
5. Yard Improvement - outdoor living room, plant shrubbery, flower garden
6. Poultry - the care and management of the family flock.
7. Livestock - the care and management of the family dairy cow, a herd of sheep, a beef calf, milk goats, and breeding and management of animals as rabbits, or pets.

The organization is set up as a 4-H Club. The 4-H Club Handbook will give the order of business for a meeting and also the needed officers for the club. Sufficient 4-H Handbooks are available in the county agent's office to supply each older youth club with a copy.

LEADERSHIP - TOPIC FOR GROUP DISCUSSION

A group discussion is an excellent way of teaching youth to think and to excahnge ideas. No better way to provoke thought or to get young people to express themselves has been found. The subject of "leadership" is suggested as the topic for the group discussion to be outlined.

Physical Arrangements -

A room should be arranged for a group discussion with all chairs in a sem-circle facing the blackboard and the table or stand of the two group discussion leaders. An ideal group is composed of 25 people. Is difficult for all members of larger group to have an opportunity to express themselves. This group should be able to see and hear. Two leaders are selected for each meeting, one leads and the other writes on the board. His co-leader leads the nest time. These leaders do not have to draw any con clusions but merely summarize each discussion. A third leader may be appointed timekeeper to prevent anyone from taking more than his share of the time. He also calls the time to begin and to close.

Suggestion for Group Leaders -

Urge those speaking to speak very distinctly. Be sure that all your group can hear. If a question is asked let the group answer, not you. Repeat the question and say, "Who wants to answer?" Get as many people to express themselves as possible. Try not to let anyone do all the talking. Be tactful and do not offend the person speaking.

Direct all questions to a person and give him or her time to reply. Get your group to thinking. Never hesitate to ask, "Is there a difference of opinion or do you agree?"

Treat these questions as a baseball to be pitched from one to another. Make your group THINK. Use your blackboard whenever you can.

Thought Questions Given The Leader To Help Him Stimulate Thought-Questions For Group Thinking On "What Makes A Good Leader"

1. In selecting a 4-H club leader, name a characteristic you would like him or her to have. (Write characteristic on board.) Why do you think a leader needs this characteristic? Do you agree? If so, why? Give another needed characteristic.

Continue until all characteristics of an ideal leader have been listed on the board.

2. Should all counties have training schools for 4-H club leaders? When would you have such a school? What county has had one? What was your program for the day?

3. What benefit was such a training school to the 4-H Club? What possibilities do you see in such schools for counties which have not had one?

4. How many of such schools do you think a 4-H Council should sponsor each year?

5. One of the objectives of 4-H club work is to teach every rural boy and girl improved practices in home econimics and agriculture. How can a good club leader help you, a club member, to attain this objective?

Second Meeting if Desired:

A second meeting can be devoted to "Thinking on Leaders of Other Days." If so, the following questions are good for discussion.

1. Who was the first person that you wanted to be like? Policeman? Cowboy? Movie Star? Grandfather? Teacher? Why did you wish to be like that person? Ask five or six boys and girls.

2. Has your idea of leadership changed? What person of the past or present would you like to be like today? Why? (Get five or six people to answer.)

3. Name an outstanding American leader of today and tell what handicaps he or she has overcome. Can you name another?

4. Do you think we are born with qualities of leadership, or can these qualities be developed? (Ask several.)

A third discussion meeting will be held on "Opportunities for Leadership" in this community. If so, the following questions are offered as a guide for the discussion.

1. How many people live in your community? Name the different occupations carried on there. Is there need for a 4-H club in your community? Do you have one? If you have one, what does it do to improve community life? Are ther older boys and girls in your community who do not belong to any club? Do you think they would be interested in a 4-H club?

2. Does your county have a 4-H Council? If not, why not? What can a county council mean to the 4-H clubs of the county? What

are the problems of a county council? How many meetings annually do you think a county council should have? What do you do at your meetings? Whotakes part on the program? Is your council joint? Why not? If so, why?

3. Why does a county council give the 4-H club members a broader vision of 4-H club work in the county?

4. What other opportunities are there for 4-H Leadership in your community? Summarize, using the blackboard.

The summary is made at the conclusion of the discussion meeting or series of meetings. Always summarize, but no conclusion is to be drawn.

SUGGESTIVE FUNCTIONS OF 4-H LEADERS
NATIONAL 4-H CAMP - 1939

Increased attention is being given to the amount of work to be expected from leaders. All leaders may not perform the full task. However, it is important that all local leaders should understand the organization and activities common to 4-H club work, and the part that they are to play in connection with such. In no instance should the work of a local leader become burdensome. A suggestive list of the functions of local leaders follows:

1. Develop leadership among club members by carefully placing responsibility and providing for the growth of the individual.
2. Acquaint club members with the county and community program of extension work and the part for which they are responsible.
3. See that there is formulated a club program for the entire year and that each member is enable to follow it.
4. Attend all meetings of the club.
5. Distribute to club members promptly circulars and other information furnished by the county extension agent. Have members report on literature read and progress of work done at home.
6. See that the use of blanks and supplies as well as the follow-up instructions are fully understood by the club members before the work is started.
7. See that each member is properly equipped with all that is necessary for s auccessful demonstration.
8. Attend all leaders' meetings called by the county extension agent or community leader.
9. Visit the homes of club members to give aid and encouragement.
10. Assist the club members to do work of real demonstrational value to others of the community as well as to themselves.
11. Encourage the secretary to keep all records and reports up-to-date.

12. Assist in selecting and training public demonstration and judging teams so that the club may extend the practices in which they are trained, and, in turn, function as a community organization, thereby developing a community consciousness.

13. Assist the club in arranging for local exhibits in store windows, for sales, hikes, picnics, club tours, club festivals, and other special club meetings.

14. Help plan general community work at program-planning meetings and at leaders' conferences.

15. Present reports to the public and to the county extension agents. Also have delegates from the club appointed to report the work of the club at community and county extension meetings as well as at other farmers' meetings. Encourage members to entertain mothers and fathers at meetings.

16. Assist in initiating plans for new work to be launched.

4-H JUDGING

Judging may be termed as a means of teaching better buymanship, better selection and better standards. It is most effcetive way of testing knowledge too. A judging team is composed of two or more members. To teach a team to judge, it is advisable to teach one class at a time. The steps in setting up a judging demonstration to teach club members to judge follow in outline form. This demonstration could follow a lesson on canning peaches.

Demonstration: To teach girls to judge canned peaches.

Needed equipment - A table, 4 grades (poor, good, better, best) of peaches, placing cards, pencils and paper.

A. What to do before the club meeting:

1. Appoint a judging committee-
   a. Reasons judge who listens to reasons
   b. Tabulator who tabulates the score
   c. Timekeeper who calls time and keeps the group moving.

2. Grade the four jars to be judged and place numbers or letters on them.

3. Study the score card and placing card to be used. Score cards may be given in advance to the girls so that better reasons can be given.

B. What to do during the meeting:

1. Place the graded jars of peaches on the table. Be sure to pin numbers or letters on them. Give each girl a placing card.

2. Draw a placing card on the board. Explain this card to the group. (These cards may be secured from the home agent's office.)

3. Divide the members into teams of five each. One member is chosen captain.

4. One team goes to the table at a time. The timekeeper tells them when to return to their seats. No one talks around the table.

5. The chairman or captain discusses with the group the reasons why each member placed the jars as she did.

Then the group places the jars. The team's reasons and placing are given to the reasons judge by the chairman or captain. The club learns rapidly this way. The members of a group go to eh reasons judge without discussing the reasons "Why" with anyone. They give reasons as individuals and their cards are tabulated by the tabulator. Grading cards for the use of the tabulator. may be secured from the home agent's office.

6. Scores are given by the tabulator to teams or individuals. The ranking of the members may be averaged as a team score or given as an individual if on a competitive basis.

7. Tell the club why article B was placed above article A, etc., so the members will get the benefit of the placing by the more experienced persons.

C. Results Expected:

1. The members learn to express their reasons why.

2. They learn to depend on their ability to judge.

3. They learn accuracy in grading.

4. They learn the routine of judging.

While giving reasons, a club member may hold notes. These notes are made on cards supplied by the timekeeper at the table. The placing card is given to the Reasons Judge. The member begins her reasons by "I placed jar B over jar C or 1 over 2, as the case may be, because jar B has a more uniform pack. Jar B has better color than jar A and the peaches are more uniform in size and ripeness. Jar A has lost some liquid, etc." The reasons judge gives the member a score. She scores the individual or team on the clearness and accuracy of statements made, knowledge of the articles judged, and the ease with which the person speaking gives the reasons.

It is well to follow the making of any finished product with a judging meeting. Be careful to keep personal or individual competition out of judging. Keep it on a team or group basis.

NOTE: Four classes of articles are required to have a county judging contest. Each class of articles goes through the steps outlined, Example: A contest in food preservation judging may have a class of peaches, a class of green beans, a class of carrots, and a class of canned chicken. The scores made by an individual or team in the four classes are totaled and an average is taken to determine the final score in food preservation judging.

4- H CAMPS *

In planning your 4-H camp for the summer, keep these reminders in mind. To review objectives of camps we quote Miss Gertrude Warren, Organization, 4-H Club Work, Department of Agriculture: "4-H Club Camps emphasize cooperation, stimulate renewed interest in club activity, give opportunity for special training in subject matter, and train in recreation. They also give opportunity for health work, not only through outdoor sports and supervised recreation but through training in health habits. But perhaps most important of all, these camps broaden the horizons of rural young people and give them a glimpse of the things in rural life difficult to obtain through regular 4-H Club work. The council circles, campfires, vespers, nature trails, and particularly at the close of each camp, the candle lighting ceremony, do much to bring to club members a sense of the great human values -the intangibles - and enables each of them to return home with higher edeals and loftier purposes. Only the finest, the most inspirational activities are encouraged. Leaders seek to select songs that inspire, stories with fun and action that elevate, and activities that present situations which will develop those attitudes that make for right living. C. B. Smith, in pointing out this emphasis in 4-H Club work, states:

'We are glad to see increasingly coming into club work a quality of spirituality that is worth while. In a recent camp, following a day of rich experiences, the whole group climbed to the top of a commanding hill for a sunset hour. To sit on a hilltop with others in silence and meditation as the sun goes down and the evening shadows lengthen, to thimk together on things clean and worthy, to direct the mind away from material to more spiritual things, to commune with the soul-- all are cultural things that help lift the mind up into the realm of the Creator and constitute a steadying worth while influence in the midst of a very busy and often jazzy world. 4-H Club work may well include something of these spiritual matters the seek to develop the best in man. ' "

---

*Compiled by Elizabeth S. DeLony, Girls State 4-H Club Leader, Alabama (Mimeographed)

PLAN OF ORGANIZATION:

A camp must be first organized on paper. This is done by the county agents and a committee from the 4-H Council. It is suggested that leaders be invited to help set up the camp organization. A 4-H camp is directed by the county, assistant or home agent, assisted by others on the State and County Extension Staffs. The working committees should be selected at the first organization meeting.

PLANNING CAMP:

Executive Committee: A club camp committee should be selected composed of extension agents and local leaders, or others thoroughly interested. This committee places the camp and notifies the State Staff of the dates and place and requests whatever assistance there is desired.

Time: Decide on time. June and July are the best months for camps. Three day camps have proved successful.

Membership: The membership should be limited to club members and leaders. If accommodations are limited, a quota should be given each club.

Securing Enrollment: Give publicity to camp plans through newspapers, at public meetings, and through circular letters. It is advisable to collect all or a part of the camp fee when a club member enrolls for camp.

Camp "Set-up" : The camp director appoints or selects the working committees and employs a good cook (with a health certificate) and a life guard before camp opens. It is advisable to have a competent person as Foods Chairman to purchase foods and other supplies necessary for camp. This person may also plan the meals and supervise the preparation and serving of them.

Some person should be in charge of every part of the program for the entire camp. Give the 4-H members responsibilities too.

The program is explained to those helping before camp starts.

Finances: It is wise to explain the plan of financing camp early in the year so the 4-H members can earn the camp fee. The best plan is to charge a fee to cover rent, meals and other expenses. A second plan is to have the campers bring a minimum fee and some provisions. (A list such as 1/2 lb. butter, 8 eggs, 3 lbs. potatoes, etc., is sent in advance to each camper. These supplies are sorted as the campers register.)

CAMP DISCIPLINE:

See that each camper feels the responsibility of maintaining order on camp. Suggest a few general rules such as; Be on time, Do your part and do it cheerfully, Respect the rights of others, etc.

If other rules are necessary, let the group help make them.

Divide the campers into groups of 10. Each group has a name or number for identification, and adviser (an older club girl or a 4-H leader) and a captain elected by the group. This captain knows where her members are at all times and she reports to the adviser. This plan helps the adviser to share responsibilities with the campers.

CAMP SITE:

Select a place near water, satisfactory for swimming, close to provisions but far enough from town to be free from undesirable visitors and the temptation of the members to go to town. It is well to select a camp site with space for athletic meets and also shade for quiet games.

CAMP HEALTH:

The drinking water supply must be sanitary. The sleeping and eating quarters should be screened. The cooks should have health certificates. Wash silver and glasswear (that touches the lips) in soapy suds and rinse in running water. (A wire basket in a drain sink may be used if the camp doesn't have running water.

Sanitary toilets must be provided for sewerage disposal unless the camp has a satisfactory method of sewage disposal. (It is wise to have the county health department approve of your camp sanitation or health.)

Covered containers should be provided for garbage. Have waste baskets or barrels for waste paper.

Be sure to take Milk of Magnesia or a light laxative or a similar nature along with a first aid supply of iodine, mercurochrome, alcohol, Epsom salts, bandages, gauze, etc. A well equipped kit may be secured from the Red Cross.

SUGGESTED DAILY PROGRAM:

6:00 A. M.	Rising signal
6:45	Cottage inspection by Advisers Flag Raising
7:00	Breakfast
7:45	Groups meet at cottages. Write letters, etc. Clean camp.
8:30	Morning Watch (Hold a group of 4-H delegated responsible)

9:00	A. M.	Project instruction. Demonstration or its equivalent.
10:00		Singing of new songs
10:15		Project demonstrations
11:00		Health demonstration
12:00	Noon	Dinner
1:00	P.M.	Rest
1:45		Games - baseball, athletic contests, etc.
4:30		Swimming
6:00		Supper - Be sure to lower the flag at sunset.
7:00		Vespers
7:30		Singing
8:00		Amateur Night or Campfire Program
9:15		To sleeping quarters
10:00		In bed.

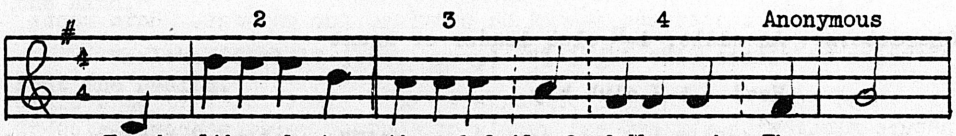
The afternoon should be devoted to a play program. The groups may enter into competetive games or athletic events. The program may include races and contests. Suggested are (1) running (2) sack race (3) 3-legged race (4) baseball throw (5) wheelbarrow race (6) spelling race, and others. Inexpensive prizes add interest to contests. A horseshoe tournament is popular. "Goofy Golf" played with horseshoes is fun too.

The evening program may be devoted to a party , a marshmallow roast, a moving picture, or a picnic. A candle lighting program is suggested for the last night at camp.

ADDITIONAL SUGGESTIONS: Take one for your camp.

1. Take plenty of time at meal time. Have a blessing or grace before meals. Here is a round suitable for grace.

GRACE (A Round)



For health and strength and daily food We praise They name

O Lord

2. Teach personal hygiene at camp. Have captains inspect and score group each morning. Points may be given to hair, teeth, skin (Make-Up) finger nails, etc.

3. Teach posture exercises for correcting posture defects. Paper the Wall - have girls stand feet parallel, about 2 inches from the wall. Head, shoulders and hips touch the wall. Have them stand as tall as possible and then place

A SIMPLE CANDLE LIGHTING CEREMONY

At the close of a council meeting, camp or an achievement program, it is fitting to use a candle lighting ceremony. The simpler the ceremony is, the easier it is for the 4-H members to direct and to take part. Always have every member participate. The candle lighting ceremony is very inspirational and must be planned with the group.

No one talks during the ceremony, and it is wise to advise the group of that accepted tradition. Everyone takes part in the songs and memorizes the words of the songs. Always have the ceremony at night and out in the open air.

Small birthday candles are of sufficient size for this ceremony (if the night isn't too windy) . The candle of 6 inch size is large enough for the 5 large candles needed.

Appoint two club members to see that everyone has a candle and to lead the right and left lines.

Select four members to serve as Head, Heart, Hand, and Health. A member of the county staff, or an outstanding 4-H leader, may light the first candle.

CEREMONY

Setting: Pretty grassy plot in front of a home or a group of pretty trees as background. This may be used in a large auditorium by setting up a background of evergreens on the stage.

Time: Night or twilight.

Characters: An adult, 4-H club leader or agent

Head - 4-H club boy

Heart - 4-H club girl

Hand - 4-H club boy

Health - 4-H club girl

Small child

Two song leaders.

Costumes: All in white or national 4-H uniforms.

Position: The group participating is divided into two sections. One section stands on the right and one section stands on the left. The leader stands, facing the group. It is more effective if the leader stands with back to the house or evergreen background. A chorus may be hidden to assist the song leaders.

Supplies Needed: 5 large candles - enough small candles for the group participating.

Ceremony begins:

4-H leader, dressed in white, lighting a large candle from a small candle held by a small boy or girl in white; "I light this candle to represent the 4-H spirit of leadership that has come to us from the torch of Dr. Seaman A. Knapp, who fanned this spark of leadership into a flame that is still burning. This lighting also represents a cooperative spread of information and inspiration from the Department of Agriculture at Washington through the Alabama Extension Service by means of your county agents to you and your neighbor. The 4-H clubs of this county have _____ members that have dedicated themselves to the wise training of the head, heart, hands, and health. Tonight let us renew our determination to continue this work."

Enter Head, Heart, Hands and Health, 4-H members, dressed in white, who face the leader.

Head: (Boy if a joint group) "I light this candle to represent the head." Lights candle.

Heart: (Girl if joint group) "I light this candle to represent the heart."

Hand: (Boy if joint group) "I light this candle to represent the hand."

Health: (Girl if joint group) "I light this candle to represent the health."

The 4-H Leader: "With me, repeat the 4-H Pledge

I pledge

my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and
my health to better living,
for my club, my community, and my country.

The four members divide in the center, head and heart stand to the right of the leaders, hand and health, to the left, facing the audience. Two song leaders come light candles and stand back of the five, all singing "Follow the Gleam." The members enter from left and right, holding candles in the right hand, single file formation. The left line meets the right line as they light the candles and they march down the cneter by twos to the designated "turning point" turn to the right marching circle formation until a huge circle is formed. The five holding large candles and the song leaders fall in line by twos, making the leader the end of the line. As the circle is completed the leader holds her candle high and the song leaders start the song "Steal Away With Your 4-H Light," or "Sing Your Way Home." At the close of that, Taps is sung. At signal from the leader all the candles are extinguished at one time. Silently the members return to their rooms or cottages for the night.

---

*The above material was used by permission of Elizabeth S. DeLony, Girls State 4-H Club Leader, Alabama (Mimeographed)

EXTENSION ORGANIZATION AND METHODS -
Part 111 - 4-H Clubs
Bibliography

YOUTH TELLS THEIR STORY: Bell, Howard M. American Council on Education

THE PSYCHOLOGY OF THE ADOLESCENT: Brooks, Fowler D.

YOUTH SERVES THE COMMUNITY: Hanna, Paul

PARENTS AND TEACHERS, A SURVEY OF ORGANIZED HOME, SCHOOL AND COMMUNITY:
National Congress of Parents and Teachers

WESTERN YOUTH MEETS EASTERN CULTURE: Sweeney, F. G. and Others

LIVING TOGETHER IN THE FAMILY: Rockwood, Lemo D.

PICTURES OF FAMILY LIFE: Rockwood, Lemo D.

HOW TO DRESS WELL: Storey, Margaret

WHAT TO WEAR: Whitney, B. A.

WELL DRESSED WOMEN: Rittenhouse, Anne

THE COMMUNITY SCHOOL: Everett,Samuel and Others.

AN INTRODUCTION TO HOMEMAKING AND ITS RELATION TO THE COMMUNITY:
Bowar, Willie Melmath

CONCERNING OUR GIRLS AND WHAT THEY TELL US: Leonard, Eugene T.

QUANTITY COOKERY: Richards and Treat

MORE RECIPES FOR FIFTY: Smith, Francis L.

THE MUSIC OF THE PEOPLE, A.A.A.ED. 1938: Van dewall, William

EDUCATION FOR HOME AND FAMILY LIFE ON CHILD HEALTH AND PROTECTION:
White House Conference

BULLETINS:

(1) What Foods to Eat and Why - By Anne R. Matthews and Therese E. Wood
Bulletin 58 - Ocotber 1938, Cornell University, Ithaca, N.Y.

(2) The 4-H Club Boy - His Clothes and His Appearance, by Emma Dodson
Nevin, Bulletin 49, March 1935 - Cornell University

131955

(3) How To Make Slip Covers, by Ruth Comstock
Bulletin 415, June 1939, Cornell University

(4) How To Plan Discussion Programs, by Robert Polson,
Bulletin 419, September 1939, Cornell University

(5) Furnishing the Farm Home, by Anne Jordan
Bulletin 60, Ocotber 1938, Mississippi State College

(6) The Junior Homemaker, Club Series 5
April 1936, North Carolina State College, Raleigh, N. C.

(7) 4-H Club Handbook, National 4-H Clubs
Department of Agriculture, Washington, D. C.