

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-19-1953

A Proposed Program In Agriculture Extension Work For Negroes In Smith County

Bernice James Pryor

Prairie View Agricultural And Mechanical College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Pryor, B. J. (1953). A Proposed Program In Agriculture Extension Work For Negroes In Smith County. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/874>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A PROPOSED PROGRAM IN AGRICULTURAL EXTENSION WORK
FOR NEGROES IN SMITH COUNTY

A Thesis
Presented to the Graduate Division of
Prairie View Agricultural and Mechanical College
In Partial Fulfillment of the

Degree of
Master of Science

By

Bernice James Pryor

August 19, 1953

The W. R. Banks Library
Prairie View A. & M. College
Prairie View, Texas

S
544.3
T4P79
1953

Dedication

To My Wife

To my wife, whose boundless love has inspired me, and whose encouraging words have been my consolation during hours of study and toil.

ACKNOWLEDGMENT

The writer wishes to express grateful appreciation:

To Dr. E. M. Norris, his advisor, for the sincere and constructive guidance given in the preparation of this thesis.

To Dr. J. M. Coruthers, for the information and assistance given through research in Extension methods.

To Mr. G. L. Smith, for the encouragement and interest shown the writer.

To Dr. W. N. Williamson and Dr. J. L. Matthews for suggestions on developing a County Extension Program and certain printed materials furnished on this subject.

The writer further wishes to express his appreciation to Smith County's Negro Rural Leaders, Farmers, 4-H Club Members, Vocational Agricultural Teachers, Supervisors, College Presidents, Ministers, School Principals, Soil Conservation Workers, and Home Economic Teachers whose kind cooperation made this study possible.

Biographical Sketch of the Writer

Bernice James Pryor was born October 23, 1913, the son of Will and Mary M. Pryor, in Sunny Side, (Waller County), Texas.

He attended the Bob Burton County Training School in Sunny Side, Texas, was graduated from high school in 1933. He attended the Prairie View State Normal and Industrial College, and was graduated from the School of Agriculture in May, 1937.

After graduation May, 1937, he was employed as a teacher of Vocational Agriculture at the Powell Point high school Kendleton, Texas.

On November 14, 1937, he was employed as County Agricultural Agent for Falls County, Marlin, Texas. On September 1, 1940, he was transferred to Tyler as Agricultural Agent for Smith County, Texas - his present position.

He is an active member of The Epsilon Alpha Lambda Chapter of Alpha Phi Alpha Fraternity Inc., Masonic Lodge, (Blue Lodge, Royal Arch and Consistory), a Stewart in the Miles Chapel Colored Methodist Church and a member of The Texas Negro County Agents' Association.

He married Ida Lee Burford of Calvert, Texas, December 22, 1940.

TABLE OF CONTENTS

<u>Chapters</u>	<u>Pages</u>
I. INTRODUCTION.....	1
A. County Situation.....	5
B. Statement of Purpose.....	6
C. Statement of Problem.....	8
D. Definitions and Assumptions.....	9
1. Terminology.....	9
2. Definition of Extension Terms.....	9
E. The Scope, Source and Method of Obtaining Data.....	13
F. How to Develop A Program.....	15
G. County Program Building Procedure.....	31
H. Goals and Objectives of The Agricultural Extension Service.....	33
I. What is Cooperative Extension Work.....	46
J. What is an Extension Program.....	47
K. Why Have A Program.....	49
II. PRESENTATION AND ANALYSIS OF DATA.....	51
A. Smith County Extension Program Building Procedure.....	51
B. The Agricultural Situation and Economic Background of Smith County.....	53
1. Resources in Smith County.....	53
2. Farm Operators.....	54
3. Climatic Conditions.....	55
4. Soil Types in Smith County.....	55
5. Public Facilities in Smith County.....	57
6. Oil Reserves in Smith County.....	59
7. Natural Gas Reserves in Smith County...	60
8. Other Natural Resources in Smith County.....	60

C.	Industry and Its Effects upon Agriculture...	63
D.	Basic Agricultural Problems in Smith County.....	64
1.	Problems Suggested by Farm People.....	65
2.	Solution to Problems Suggested by Farm People.....	65
3.	Problems Suggested by 4-H Club Boys and Girls in Smith County.....	68
4.	Suggested Solutions by 4-H Club Boys and Girls in Smith County.....	68
5.	Problems Suggested by Professional Agri- cultural Workers in Smith County.....	69
6.	Suggested Solutions to Problems by Pro- fessional Agricultural Workers.....	71
E.	Organizations.....	74
III.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	84
A.	Summary.....	84
B.	Conclusions.....	86
C.	Recommendations - The Proposed Program.....	87
	BIBLIOGRAPHY.....	96
	APPENDICES.....	98
A.	Letter of Transmittal.....	99
B.	Questionnaire to Adult Farmers.....	100
C.	Questionnaire to Professional Workers..	103
D.	Background Information for a County Extension Program.....	104

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Negro Farms and Tenure of Operation.....	54
II. Types of Soil and Percent in Smith County.....	55
III. Oil Reserves in Three Oil Pools in Smith County.....	59
IV. Natural Gas Reserves in Smith County.....	60
V. Family Background of the Group Studied.....	76
VI. Educational Background of Respondents.....	77
VII. Previous Leadership Experiences in Social Organizations and the Percentage of Leaders with these Organizational Experiences.....	78
VIII. Sources of Local Leadership Contacts with other Farmers in the County and Percentage of Respon- dents checking the various Sources.....	79
IX. Comparative Methods used by Agents and Local Leaders in giving Subject Matter Lesson or Demonstrations and the Percentage of each Method used.....	80
X. Approximate Number of Minutes used by Leaders in giving a Subject Matter Lesson or Demon- stration and the Percentage of Respondents check- ing each category.....	81
XI. Local Leadership Interest.....	82
XII. A Comparison of ways in which Local Leaders have been repaid for their services while serving as Leaders.....	83
<u>Figure</u>	
1. Program Planning Profile.....	30

CHAPTER I

INTRODUCTION

A Proposed Program in Agricultural Extension Work for Negroes in Smith County, Texas.

County Extension Agents of today know that one of the greatest problems facing agents is to work out the most desirable kind of a county Program. A program that reaches the most significant problems of farm people.- problems that are holding back the progress of agriculture and affecting the well being and happiness of large numbers of people.

With several years' experience and training in a new approach to program building, the writer proposes to study available literature, summarize findings in literature, plan a procedure for developing a Program in Smith County and modify the procedure so that it will have general application.

The logical starting point in County Agricultural extension program development is to define Extension Work in general.

¹
"Extension Work" is an out-of-school system of education in which adults and young people learn by doing.

It is a partnership between the government, the land-grant Colleges and the people, which provides service and education designed to meet the needs of people."

Its fundamental objective is the development of the people. If there is to be progress and not mere evolution in the

¹
Kelsey and Hearne, Cooperative Extension Work, Comstock Publishing Company, Ithaca, New York 1949, p. 2 and 112.

development of people, the objectives of extension must be clearly and periodically determined in view of progress and changed conditions.

The fundamental objective of program building is to teach people how to analyze and solve their own problems with the help of the Extension Service. If this program building process achieves this objective, the results, measurable in social and economic progress, will justify the efforts.

2

Program A program is a statement which sets out factual background information, describes the situation and problems and determines solutions for the problems described. It implies a longtime consideration extending over a period during which the determining social and economic forces can be foreseen or predicted with reasonable accuracy. It sets forth what is to be done. In this respect no subject matter is involved; Subject Matter is used in carrying out the Program.

To conform to the current Texas concept a County Extension Program should contain at least the following.

1. A description of resources
2. An analysis of the present situation
3. A list of basic problems
4. Recommended solutions
5. A statement of the objectives and goals
6. A provision for revising the program

2

Dr. W. N. Williamson, County Extension Program Building in Texas, Mimeographed Report, College Station, Texas, December, 1952.

A County Agricultural Extension Program conforms to this definition but deals only with the educational aspects of the six parts listed above on county wide basis. Since the Extension Service is an educational agency, its efforts in County Program building must be directed toward teaching people. County extension programs are built by the people, with the help of agents, after their problems have been determined. By focusing their resources and those of the Land-Grant College on the new situation, people can direct their efforts to greater achievements and a more satisfying rural life. A program enables people to find out where they are and helps determine what they know about their problems. Furthermore, it offers people an opportunity to participate in assembling and analyzing factual information bearing on problems and their solutions. Since situations as well as problems and their solutions are constantly changing, programs must be flexible. As changes occur, people must adjust themselves accordingly.

County Extension Program Building is the functional process of developing a program. This is a recognized educational process through which people, with the help of County Extension Agents, discover and analyze their own problems, determine solutions and decide on objectives. Major emphasis is placed on the long-time aspect of a county farm and home program and participation of people concerned with its development.

A study³ of various workshop reports indicate that the processes of county extension program building are as follows:

1. Analysis of the situation (as determined by lay and professional leaders) as a basis for determining needs.
2. Decision of which needs are most urgent.
3. Agreement on desirable solutions.
4. Determination of objectives.
5. Development of Programs to be undertaken including;
 - a. People to be reached.
 - b. Goals to be attained.
 - c. Procedures to be followed in reaching goals.
 - d. Responsibilities to be assumed by volunteer leaders.
 - e. Part to be played by extension personnel and by other agencies.
 - f. Plans for measuring results.

Throughout the process of program building, County Extension Agents should keep in mind that the people's program is being developed. Furthermore, agents must remember that a primary responsibility of the Extension Service is to help people develop a program that strikes directly at the problems with which they are faced and which both must help solve. To do otherwise would be to lose sight of the educational responsibilities of the Cooperative Agricultural Extension Service. As an educational institution, it has no program of its own.

³

Regional Extension, Workshop Reports, Prairie View A&M College 1950, 51 and 52.

County Situation

Smith County is located in the heart of East Texas, with an annual rainfall of 41.68 inches. The terrain is rolling to hilly; the central and east parts are in the pine belt, while the west part is in the post oak belt. There are hundreds of springs and flowing streams. There is a great variety of soils: sandy clays and sandy loams with alluvials in bottoms. There are 1361 Negro farm operators in the County.

Smith County is the most popular of East Texas interior counties with well balanced economy depending on oil, farming, livestock raising and industry. There is a well balanced urban and rural population which has grown rapidly in recent years.

The County has one of the most highly diversified agricultural industries in Texas; the results of many years of persistent effort by Smith County leaders and farmers to effect balanced farming and livestock raising programs.

The County produces the greatest variety of crops of any County in Texas. Cotton, sweet potatoes, roses, blackberries, nursery stock, corn, tomatoes, peas, watermelons, onions, peanuts, pecans, peaches, and forage crops are grown for market. The rose growing industry, developed over a number of years, is the largest of its kind in the nation. It has a wide reputation for both the beauty of its rose fields and the volume of its nursery stock shipment. The conservation program includes soil and water, forestry and wildlife.

Smith County is a leading dairy area with a large beef cattle industry, including herefords, brahmans and cross breeds,

which has been developed during recent years.

There has been some expansion of swine and poultry raising - with improvement of stock both for home use and marketing.

Statement of Purpose

This study has been prepared as a thesis in partial fulfillment of the requirements for the Degree of Master of Science in Agricultural Extension Education in the Graduate Division of Prairie View Agricultural and Mechanical College, Prairie View, Texas.

The main purpose of this study is to suggest "A Proposed Program In Agricultural Extension Work For Negroes In Smith County, Texas."

The writer proposes:

1. To analyze the County Situation (as determined by lay and professional leaders) as a basis for determining needs.
2. To identify problems of rural people and help the people decide on which problems or needs are most important.
3. To decide on desirable solutions and give direction to programs of rural people.
4. To determine objectives and provide a basis for coordination of activities.
5. To outline a procedure for developing a program to be undertaken including:
 - a. People to be reached

- b. Goals to be attained
- c. Procedure to be followed in reaching goals
- d. Responsibilities to be assumed by volunteer leaders
- e. Part to be played by extension personnel and by other agencies.

Other reasons for concerted effort in this area are:

1. To help people analyze their own situation
2. To offer a more scientific approach to County Extension Workers in finding out the interest, attitudes and needs of farm people.
3. To determine the real needs of farm people.
4. To make better use of time on the part of Specialist, Agents and farm people.
5. To assure proper balance and continuity in County Extension Programs.
6. To make allowances for changes and adjustments that are taking place.
7. To give extension workers a method by which certain efforts may be given priority.
8. To justify expenditures for extension work.
9. To help extension workers know where they are instead of wondering where they are.

This study is the result of an effort to bring together the best information available on "A Proposed Agricultural Extension Service Program for Negroes in Smith County." In no sense does the writer imply complete originality in material, for much of it has been taken from references with proper

acknowledgement. However, the selection of material and the points of view reflect the writer's ideas. These ideas have grown into the writer's thinking through sixteen years of experience and after consultation with the writer's advisor, members of the advisory committee and other agricultural workers.

It is hoped that the information contained in this study can be used in developing a sound and workable Agricultural Extension Service Program in any County in Texas.

Statement of Problem

In this study, A Proposed Program in Agricultural Extension Work for Negroes in Smith County, Texas will be found. A study was made of all available literature on Extension Program development; findings summarized and a procedure suggested for developing the Program in Smith County. This procedure was modified so that it would have general application.

The phases discussed in this study are as follows:

1. How to develop an extension program
2. Program planning profile
3. County Program Building Procedure
4. Goals and objectives of The Texas Agricultural Extension Service

These problems suggest the following questions or observations for study.

1. What is Cooperative Extension Work?
2. What is an Extension Program?
3. Why have a Program?
4. Ten reasons why a Program is needed

Definitions and Assumptions

Terminology

If extension reports are to convey the intended information, it is important that the terminology employed be that generally accepted by members of the extension teaching profession everywhere. Precise use of extension terms is an obligation each extension worker owes to the other members of the profession. The following definitions have been approved by the United States Department of Agriculture and by the Association of Land-Grant Colleges and Universities.

According to Form ES-21 (Revised April, 1951), Combined Annual Report of County Extension Workers, the following terms are commonly used in all of the States and Territories of the United States where Extension Work is conducted.

Definitions of Extension Terms

1. A community is a more or less well-defined group of rural people with common interests and problems. Such a group may include those within a township, trade area, or similar limits. 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.
2. 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 on the success of the practices may be obtained.

3. Days in field should include all days spent on official duty other than "days in office."
4. 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.

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 leaders for the purpose of showing how to carry out a practice. Examples: Demonstrations of how to can fruits and 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, 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 demonstration meeting is a meeting held to give a method demonstration or to start, inspect, or further a result demonstration.
7. A result demonstrator is an adult, a boy, or a girl who conducts a result demonstration as defined above.
8. 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 residents at the college.
9. An extension short course differs from an extension school in that it is usually held at the college or other educational institution and is usually for a longer period of time.
10. 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.
11. Farmers (or families) assisted this year should include those directly or indirectly influenced by extension work to make some change during the report year as indicated by:
 - (1) Adoption of a recommended practice.
 - (2) Further improvement in a practice previously accepted.
 - (3) Participation in extension activities.

- (4) Acceptance of leadership responsibility.
- (5) Or by other evidence of desirable change in behavior.
12. 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.
13. Four-H Club members enrolled are those boys and girls who actually start the work outlined for the year.
14. Four-H Club Members completing are those boys and girls who satisfactorily finish the work outlined for the year.
15. 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 phase of the local extension program. A project leader may be either an organization or subject matter leader.
16. 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.
17. Letters written should include all original letters on official business. (Duplicated letters should not be included).
18. An office call is a call in person by an individual or a 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.

19. A plan of work is a definite outline of procedure for carrying out the different phases of the program. 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.
20. An extension program is a statement of the specific projects to be undertaken by the extension agents during a year or a period of years.
21. 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 his report.
22. Extension work with young men and women shall apply in general to those who are primarily rural and approximately 18 to 30 years of age. (Recommendation of Older Youth and Youth Adult Planning Conference, Jackson's Mill, W. Va., February 21-26, 1949).

Assumptions

Things that will be accepted as being true without having to prove it.

Example: That wide participation by people makes for effective program development.

The Scope, Source and Method of Obtaining Data

The scope of this study includes data that represents the rural leadership in Smith County, Texas. Information was given by 100 farmers, 8 Vocational Agricultural Teachers, 2 Public

School Supervisors, 2 College Presidents, 10 Public School Principals, 1 Soil Conservationist, 5 Home Economic Teachers, 10 Ministers and 100 4-H club members.

The writer appealed to these groups in the County asking for their assistance in getting the necessary data. They were assured that the information was to be used only for developing "A Proposed Program in Agricultural Extension Work for Negroes in Smith County, Texas."

Three methods were used in collecting data in making this study.

1. Research findings of all available reference material on "A Proposed Program in Agricultural Extension Work for Negroes in Smith County" were assembled.
2. A questionnaire was drawn up with instructions for filling out and mailed to 136 farmers and another questionnaire was prepared and mailed to professional or paid leaders. These questionnaires were placed in stamped return addressed envelopes.
3. The personal interview method was used during neighborhood community and county meetings, and during random and routine official visits.

The writer personally interviewed more than 100 farmers, 4-H club members and other rural leaders and also assisted some members in filling out the questionnaires.

There were 110 questionnaires filled out and returned.

In conducting this study, major emphasis was placed upon findings in literature and other material.

How To Develop A Program

Any discussion of how programs should be developed must be based on some kind of extension philosophy⁴.

1. The main purpose of extension work is to improve all of the people and to develop their ability to do things for themselves. Wide participation by large numbers of people in extension work is required to accomplish this purpose.
2. Programs are developed by the local people and the county staff working together. Therefore, extension programs can only be developed in the counties, and decisions about content of the program should be made by local people.
3. The purpose of the Federal and State Extension Services is to help the county staff develop a program. This means that their function is not to determine the program, but to make it as easy as possible to do the job properly in the county.
4. Participation in program development in organized groups is an effective means of teaching people how to work together to deal with their own problems. For this reason, program development is one of the best ways to give people experience in solving their own problems.
5. Program planning is an effective way to motivate people to want to take part in extension activities. Therefore, it is one of the best ways to interest people in learning what

⁴
Talk given by Dr. J. L. Matthews of the Division of Field Studies and Training, Extension Service, U.S.D.A., at the Tennessee and Virginia Annual Extension Conferences, August 27 and 28, 1952.

is taught. It means also that program development is an important part of the extension teaching job.

6. People know best their own needs and interests, and are competent to make decisions affecting their own welfare. This means that the people's ideas are an essential part of desirable programs, and that programs developed with the people are the most effective ones.
7. A program based on decisions made by the people is the best assurance that it is geared to conditions in the county and to the desires of the people. Since there is no recourse on program decisions made by the people, the county staff never has to explain or apologize for them. Program decisions made by the people guarantee that it starts where they are.
8. The people have only one program. Therefore, if extension is working on the people's program there can be only one program in a county.
9. The most effective way to work with groups of people is in community groups and family units. The basic social unit is the family, therefore goals at the family level involve men, women and youth. The community is the basic social unit with defined area, therefore the community is the local base unit in extension organization.

Program as used today means a statement that includes:

- (a) The situation in which the people are located.
- (b) The problems that are a part of the situation.

- (c) The objectives of the local people in relation to the problems, and
- (d) Recommendations to reach the objectives.

It helps one to think of the program as the WHY and the WHAT of extension work. WHY consists of the reasons certain things should be done. WHAT consists of the objectives or things to be done.

Plan of work means the activities to be carried out by the county extension service to teach the things contained in the program. Plans of work are based on the objectives or recommendations in the program. Usually they are made for a year at a time.

In discussing program development, people sometimes leave the impression that they are talking about starting with a clean slate. This impression sometimes confuses extension workers who are trying to see just how the ideas expressed will apply in a county. In an organization as old as the Extension Service, one can never start from scratch because there is always some kind of current program in a county. The question is, "How can a better program be developed?"

The State office makes three main kinds of contributions to program development. First, policy is established by the college or the university, the extension administration and the Federal laws authorizing extension work. For example, the purposes of extension work are set out in the Smith-Lever and other laws. These laws are a part of the policy framework in which the Extension Service operates. Second, suggested

procedures for developing county extension programs are prepared in some States to guide extension workers in developing programs. Such suggested procedures are a part of the policy framework. Third, background facts or information are prepared by the State office for the use of the county extension agents and the people in the county. It usually consists of statistics on agriculture, and rural living, outlook information, and the latest subject-matter information.

The county agent, the home demonstration agent, and other county extension workers have important responsibilities. Theirs is the main responsibility for developing programs, therefore they need to be in agreement about two things. First, they need to agree on the kind of program they want. If there is to be one county extension program, it can only be developed by agreement on the part of the agents. The main argument for one program instead of separate agricultural and home economics programs is that people do not live by subject-matter areas. What is meant by one program? It means a single program developed by the county staff and the people. In this kind of program all of the agents work on the same major objectives, each carrying out the appropriate agricultural or home economic phases of the job. Second, they must agree on the procedure to be followed in developing the program. If they agree on having one program, then an understanding will be needed on how to proceed to get it.

The county staff is responsible for having a suitable organization of the people through which to work in developing

the program. The kind of organization will vary from county to county but there are certain characteristics that the program should have. The organization -- or, planning machinery - should meet certain requirements. It should contain both county and community levels of organization.

Community level organization is necessary to involve large numbers of people. This is because people like to get together and work with their neighbors - other people in the community. County level organization is needed in order to have the broad view - to consider county-wide, national, and even the international situation. It is needed to provide a program policy and decision making board, to consider all suggestions for the county program and to select the things that should receive first attention. The more successful the committee is in looking at the county as a whole rather than at the details of farming or homemaking practices, the more basic the program is likely to be. These specific things are important, but they are more important as a part of the larger purposes of the extension program.

Membership is a second feature of the county organization that is of interest. Agents are interested in two things about membership. They want to know how the members were selected, and who they are. The method of selecting members of the planning groups is important because it indicates the extent to which the selection was done by the people themselves. The planning groups are a means of getting the thinking, leadership,

and decisions of the people into program development, therefore, they should select their own representatives. Who they are and what they represent is a second thing to be considered about the organization. Planning groups are supposed to represent the various communities, the socio-economic groups, farming enterprises or commodities, etc. The extent to which they are representative of the various groups and interests determines their qualification to speak for all of the people in the county.

This analysis of the structure and composition, to some degree, reveals the feelings of the county workers. The kind of organization they have may tell how they really feel about the part the people should play in determining the program. If they feel strongly enough about the importance of involving the people, they are more likely to have a representative organization.

What does the County Committee do? The County Committee first decides with the agents on the procedure to be followed to get suggestions from the communities and various other sources, in developing the program. They help decide things such as, the kind and number of meetings to be held, any surveys to be made, or information to be collected.

Community committees or groups are the organization units which can involve the largest number of people. Suggestions for programs are made by these groups. They can be helped to make their contribution of ideas and suggestions when the question, "What do you like about your community?" is asked.

Beginning with a question like this offers the advantage of receiving positive approach. The mood is better than if one talks about problems, wants or needs of the community. It stimulates community pride and fosters a feeling of wanting to bring other things up to the same level. Then the group should ask themselves this question, "What would we like to change or improve in this community?" By focusing on the community they begin to think in terms of community institutions such as churches, schools, or other organizations - the things that affect the whole family rather than just farming or homemaking. Then they might ask, "What would we like to have in this community that we do not have?"

Many ideas will be brought out that will be helpful in the community activities and valuable suggestions will be obtained for the county program. The various suggestions and ideas from the communities are summarized by the agents for consideration by the County Committee. The effectiveness of the community organizations will be determined in part by the extent to which they cover the county and what proportion of the people participate in them.

After having considered the structure of the organization, the next concern is "How well does it work?" It is a device for involving people in program development so the extension service wants to know to what extent it gets people to take part. They would look for the answers to questions such as these:

1. How many community and county-wide meetings were held at

- which program planning was done?
2. How many people attended the meetings where planning was done?
 3. Who were the people who attended? Were all groups and interests represented?
 4. What happened at the meetings?
 - a. What was considered?
 - b. What decisions were made?
 - c. What action was provided for? Were other things than planning done?
 5. When were the planning meetings held? To what extent was planning done throughout the year?
 6. Who exercised leadership in the planning meetings? What was the role of the lay leaders, agents, specialists and supervisors?

The county committee serves as a kind of county board of directors working with the county staff to decide what things shall be given first attention and which ones shall come later. They do this after considering the job to be done, the number of workers on the staff, lay leadership available, and other resources to do the job. There is never enough time, enough staff or enough leadership to do everything, so there is always the problem of what to place first and what is to be left for another time. It is best for the people rather than the agents to make that kind of decisions.

The county committee considers suggestions that come from

the communities, from the subject-matter specialists and from other sources. It is their responsibility to decide what suggestions shall come first and which things will be postponed. It has the responsibility of taking a broad view of the situation county-wide, state-side, and nation-wide. The more successful the committee is in looking at the county as a whole, the more basic the program is likely to be.

Suggestions for the county extension program come from three main sources. The "experts" the most widely used source of suggestions. By "experts" is meant the subject-matter specialists, research people and the county workers themselves. County workers are expert in certain subject matter and in their knowledge of the people and conditions in the county. The people in the county are a second main source of ideas for Extension programs. Too often they have little opportunity to make their contribution. More attention is needed to getting the people's thinking and decisions into program-making activities. The American society is a third source from which to get program suggestions. War or peace, prosperity or depression, drouth or flood, public policy -- all suggest ideas for programs. For example, where did the United Nations flag-making activities in the home demonstration clubs originate? The scrap drive in the last war? And the Farm Labor program? These ideas did not come from considering the community situation or from the county situation. They arose out of national and world conditions.

The agents' role is to give the County Committee all the help they can by giving them information or by helping them collect and analyze the information they need and by helping them make the best program decisions.

Basic Questions about Program Planning

1. What background facts were considered in planning the program?
2. Did it contain needed facts about natural resources, agricultural production, economic conditions, and educational status of the local people?
3. How were these facts analyzed, interpreted and considered by the County Committee?
4. When were the facts brought in -- at an annual meeting or in extension meetings throughout the year?
5. Who presented the information -- planning group members, extension specialists, or county extension workers?
6. Is the plan of work based on the program and are teaching activities related to the plan?

The county extension agents write the county extension program. Using the suggestions, ideas and decisions of the county committee, they write an extension program. In some States the program is developed, then reviewed at intervals of every few years. The advantage of having a program developed for more than one year is that plans of work based on it are likely to have more continuity from year to year.

These "long-time" programs, as they are called, tend to be more thoroughly done because they are developed or reviewed at intervals of several years instead of doing a less thorough job every year.

The Extension program should be written for the people who are to use it. It seems that there are two main types of written programs. The first is an encyclopedia on agriculture and rural life in the county, especially useful for professional workers. Often they are more than the average farmer will undertake to read. A second is a brief summary statement of the objectives of the program and recommendations written so that the farm people and others will read and understand it. This kind of statement is designed to obtain the support of the people and to get their cooperation in carrying it out. A brief document written for people who are slow readers and who do not like to read has the advantage of being equally easy for others to read, too. Maybe both types of program statements are needed to do the best job of informing people about the program.

There are certain questions that one should ask about the program to see if it contains the things it should.

1. Is it based at least in part on the needs and interests of the people?
2. Were the suggestions from the county-wide national and State situations considered?
3. Were the agents' and specialists' ideas about the county

needs considered or included?

4. Does the program deal with really basic problems rather than the specifics of agriculture and home economics subject matter?
5. Is the program a suitable basis for plans of work of all members of the county extension staff?
6. Does it deal with major aspects or problems of rural living?

The county extension agents need to inform all the people who had a part in developing the program or who are affected by it. Special effort is needed to inform the following groups:

1. The people who are to be taught or changed.
2. The people who will help carry it out, particularly those in the extension program planning machinery, such as Committee members, commodity group members; home demonstration club members, 4-H club members; and members of community organizations.
3. The county governing board or the extension sponsoring organization, business people, town people and others from whom support and cooperation - is expected.
4. People in the State office -- copies are needed by subject-matter specialists and supervisory people.

The subject-matter specialists make important contributions to both programs and plans of work. In general they make two kinds of contributions. The first is in terms of what a special subject can contribute to farming and rural living, and

second, how particular subjects can fit in with the others to develop a well-rounded basic extension program. Specialists help in program development in three main ways.

1. They add to the subject-matter information of the county extension workers, and keep them up to date on the latest developments. This function helps the county worker to make appropriate suggestions and to supply the people with the appropriate subject matter information to use in planning the program.
2. Because of state-wide activities and contacts, specialists are better able to interpret the situation in any field of subject matter to the county workers. In addition the specialist carries "bright ideas" about programs from county to county.
3. Much of the background information that is used by the county workers in developing the program is supplied by the specialist either by special request or as a regular part of subject-matter information services.

The specialist helps in three main ways to carry out the county program; they study subject-matter research constantly and suggest applications of the latest information. Likewise, through making occasional evaluation studies and keeping up with research in extension teaching methods, suggest the best ones to use. In this way county workers increase their effectiveness. Publications and teaching materials prepared by the specialist are the second way in which they contribute to carrying out the program. Teaching materials based on the findings

of educational research are effective tools for use in the counties. Easy to read subject-matter bulletins and other publications are important in supplementing the other teaching activities and materials. Finally, the specialist helps coordinate and focus research and other resources of the land-grant college or university on the problems in fields of subject matter. This assures county workers that the available resources are being applied to finding answers for use locally. If the specialists are to function most efficiently, they must be informed about the content of the programs and plans of work in the counties.

What about a plan of work? The plan of work is an annual schedule of activities which spell out in detail what is to be done during the current year. The county staff writes a plan of work after:

1. Working with County Committees (a) to review the program, to reconsider and maybe revise the objectives, (b) to analyze accomplishments made during the last year and accomplishments to date on the program, and (c) to get the committee's ideas about annual goals for the plan of work.
2. Planning the teaching activities for the year to reach the goals decided upon with the committee.
3. Publicize the plan of work. By informing the people who had a hand in developing the program and plan of work, and inform the leaders and others who are to cooperate and help carry out the plans.

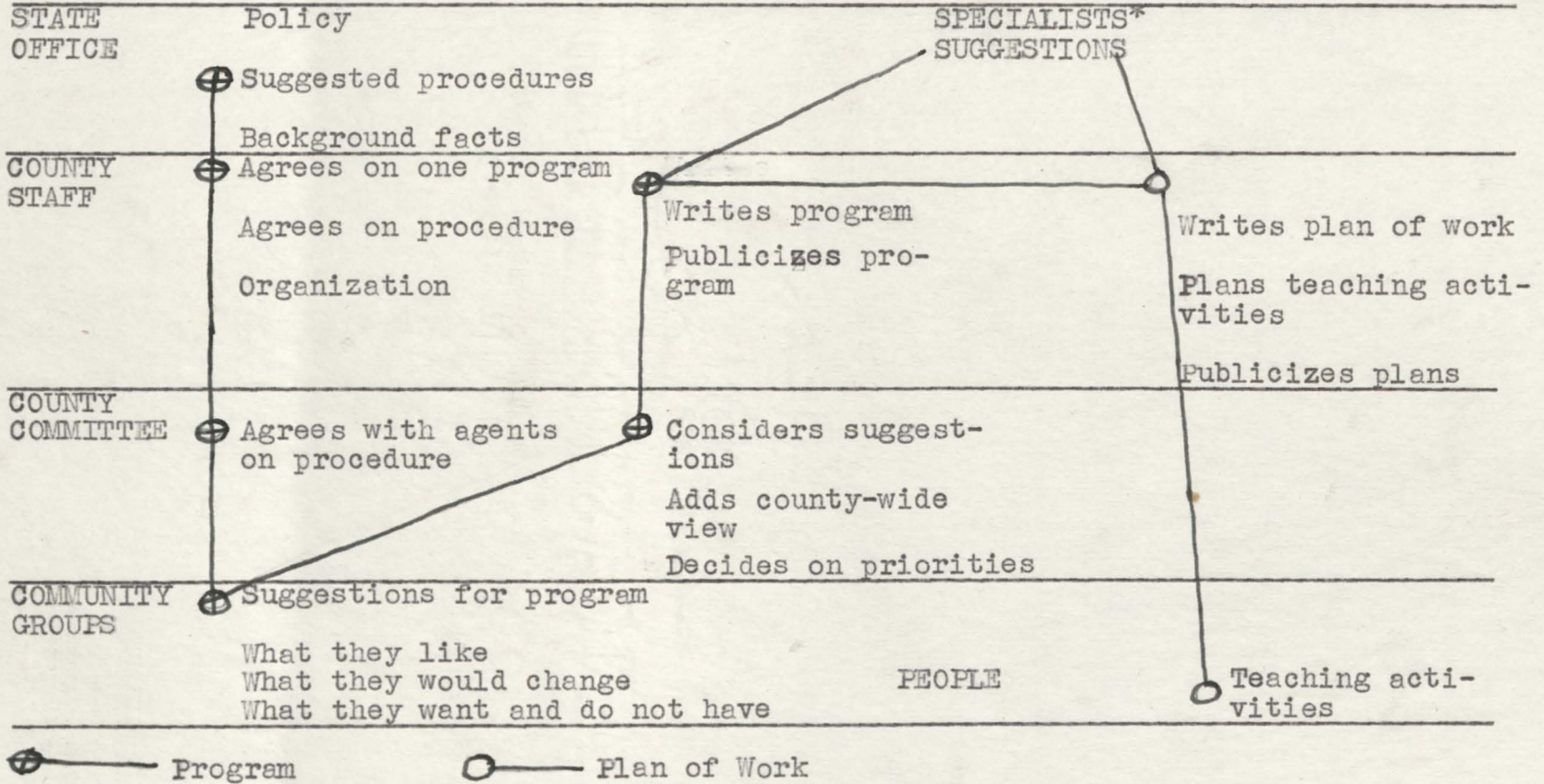
4. The county staff and the leaders are now ready to begin the teaching activities.

How can it be determined if the program and plan of work are what they should be? A good way is to ask the following questions:

1. What things have appeared for two years or more? If so, why is there continued interest in them?
2. Is the plan of work based on the program, and is it practical in terms of the available personnel and leadership, and is the plan really followed?
3. What has been accomplished toward reaching the major objectives of the program?
4. To what extent have things of equal or greater importance been ignored or neglected?

It is suggested to make some judgments about questions like: How practical is the program? Is it specific enough to be helpful in carrying it out? Is it sound socially and economically?

PROGRAM PLANNING PROFILE*



* From flannelgraph used at Tennessee and Virginia annual Extension Conference, August 27 and 28, 1952.

County Program Building Procedure

The methods presented in this Program Building Procedure are to serve as a guide only. It may be necessary to make certain changes in order to fit the needs in the respective counties.

I. County Extension Agents make analysis of present program.

II. Suggested plan of action

A. Contact key individuals

(Representatives - Farm organizations, Home Demonstration Councils, Community groups, etc.)

B. Call meeting of selected leaders (Steering Committee)

1. Discuss purpose of an enlarged county program
Presentation of background and factual information.
2. Discuss job ahead and assistance needed.
3. Assign responsibilities for getting representatives from groups such as: Civic, Community, Commodity, Extension sponsored and others not included in organized groups to serve as a temporary county program building committee.

C. Extension Agents, with the assistance of Steering Committee acquaint temporary committee members about program building.

1. Personal contacts
2. Small group meetings

D. Meeting of Temporary Program Building Committee (called by Extension agents).

1. Discussion of job ahead
2. Elect officers
3. Select executive committee (where advisable because of large committee).
4. Make plans for survey of detailed background and factual information
 - a. Discuss form to be used
 - b. Assign responsibilities
 - c. Discuss sources of information
 - d. Decide on date of completion

E. Survey Committee with the help of Extension Agents and Staff.

1. Prepare survey for presentation at community meetings.

- F. Community meetings to include such groups as Civic, Commodity, Extension sponsored and others. (arranged for and presided over by members of temporary committee including youth).
1. Discuss job ahead
 2. Present survey information
 3. Determine needs, problems and desires
 4. Elect representatives to county program building committee
 5. Send reports of community meetings to chairman of temporary executive committee.
- G. Meeting of temporary executive committee
1. Summarize findings of community meetings pertinent to county situation.
 2. Determine if all groups are represented on program building committee.
 3. Invite representatives from all groups not included.
 4. Work on proposed standing rules to include sub-committee needed.
- H. County Program Building Committee meeting (arranged for by temporary executive committee).
1. Present summary of findings of community meetings pertinent to county situation.
 2. Review and adopt standing rules.
 3. Elect officers.
 4. Suggest members of various sub-committees.
- I. Meeting of executive committee.
1. Appoint sub-committees.
 2. Discuss responsibilities.
- J. Meeting of all sub-committees with executive committee.
1. Review of program building activities to date.
 2. Furnish sub-committees with available factual and background information.
 3. Outline responsibilities.
- K. Meetings of various sub-committees.
1. Study problems.
 2. Make recommendations for program.
- L. Meeting of county program building committee.
1. Report of sub-committees including recommendations for county programs.
 2. Discussion of problems and recommendations.
 3. Determine objectives.
 4. Adopt program.

- M. Preparation of program.
- N. Plan county - community action.
- O. Continuous evaluation and periodic revision.

Goals and Objectives of The Agricultural Extension Service

Cooperation of people⁵ with the Texas Agricultural Extension Service is on a voluntary basis. Because of this voluntary aspect, extension objectives must be clearly defined and socially desirable for maximum acceptance. They must be within the realm of achievement and at the same time they must lead towards a constantly higher level of educational advancement. They must be stated in specific terms and bear a direct relationship to behavior changes in people.

Some authorities on extension work have used objectives, aims, purposes and goals synonymously. Whichever word is used a complete understanding of the term is needed in all its implications. Kelsey and Hearne have quoted Paul Leagans as follows: "If there is to be progress and not mere evolution in the development of people, the objectives of extension must be clearly and periodically determined in view of progress and changed conditions". In this same quotation, Leagans further states, "If objectives are defined as directions of movement then a goal may be defined as the distance in any given direction one expects to go during a given period of time". Although

5

Dr. W. N. Williamson, Objectives of Extension Program Building in Texas, M. S. College Station, Texas, 1953.

some writers have been vague in their statements of objectives, goals and aims, this last quotation expresses the accepted concept of Texas extension workers in the use of the term. In this context objectives are not time bound, but rather they either point in a definite direction or they describe general trends. On the other hand, goals describe more or less specifically the degree of accomplishment that is expected within a given period of time.

A challenge to the Extension Service of Texas was recently made by Dr. John D. Black of Harvard University in a conference with extension workers at Texas A. and M. College, November 17, 1951. This statement, reproduced in full here, is worthy of consideration as an accepted goal.

⁶
"The over-all goal: The equivalent in 1975, at the farm, of the living that \$2000 per capita in 1950 dollars will buy in the city, for all farm families that by that time have their standards of living or goals, raised to that level.

Standard of living is defined in this statement in its true meaning of a content of living that family or a person feels deprived of if it does not have and is willing to work to attain. It is recognized that a large number of the families on farms are satisfied with a relatively low standard of living, or at least prefer it to making the changes necessary to obtain a higher level of living. The goal in county program making should include raising the standards of living, of

sights of these families; but for some of them no large degree of progress along this line can be expected from the share of the public educational and other effort that can reasonably be devoted to them.

Attaining this goal requires two lines of effort, namely:

- A. Increasing the real money income of farms and farm laborers.
- (1) Getting workers on farms more land and other resources to work with. This can be achieved by:
 - (a) Raising the productivity level of the land they now have by various kinds of improvements, by using more fertilizer, by reseeding pastures, etc.
 - (b) Adding land to their present farms and probably improving this also.
 - (c) Along with (a) and (b), getting more livestock, equipment and other capital to work with.
 - (2) Increasing the efficiency of use of present and additional resources--that is, obtaining larger outputs per unit of input.

B. Improving homemaking and family living.

The improving of homemaking and family living calls for making the home living of farm families the equivalent of--but, by no means the same as--that of urban families. This can be achieved by:

- (1) Devoting a sizable part of the increased money income of the families to education, cultural advantages, health and sanitation, housing, home conveniences and well chosen social activities and recreation. A small segment of the farm families need to spend more on improving their diets.
- (2) Making present income devoted to family living, and

any additional income thus used, more effective by spending it so that it will contribute more to better living.

- (3) More efficient use of the time and effort of the homemakers in housekeeping and related activities.
- (4) More effective use of the time of the farm and family working force devoted to production for home use.

On many more farms than not, the farm can be made to contribute more than now to better family living without conflicting with the income-producing farm operations.

All of the foregoing statements are intended to include hired farm workers and their families as well as farm operators and their families.

The attainment of this goal has to be accomplished by farm people themselves on farms and in homes. But they need to be helped in doing so by--

- A. Other private operating agencies in their communities-- storekeepers, implement, feed and fertilizer dealers, bankers, doctors, the press and radio, etc.
- B. Cooperatives of all descriptions.
- C. Public agencies set up to work with farm people, including the Agricultural Extension Service, the Soil Conservation Districts, the PMA county units, the local FCA and FHA units, and local Farm Foresters, etc.

If the efforts of all of these can be fitted into a unified county program, they will go very far toward achieving

the goal set by 1975. A concerted undertaking in county program making will reveal the gaps that need to be filled. One of these gaps in many counties is likely to be credit in amounts and forms needed for A-1 above. So far as possible, these credit needs should be set by local private credit institutions."

In working toward this goal it is necessary to set up definite educational objectives. Kelsey and Hearne have described three levels of educational objectives as follows:

1. Fundamental all-inclusive objectives of society.
2. The general but more definite social objectives.
3. Working objectives in a program.

They further recognize that the working objectives may be stated from the teacher's standpoint as well as from the standpoint of the learner. In developing educational objectives for the Texas Extension Service the viewpoint of the teacher has been paramount. At the same time the viewpoint of the people has not been overlooked nor have the number one and two levels described above been subordinated. An attempt has been made to combine these three levels into one.

Objectives of the Texas Extension Service are intended ultimately to have a direct bearing on county program building. Any statement of objectives within any given county program may not correspond exactly to those stated here. The difference lies in the fact that an objective in county program building concerns itself with the solution of an immediate problem.

that affects a small group of people, while the stated objectives of the Texas Extension Service are related primarily to trends and are intended to give direction to teaching efforts.

The legal and fiscal base for extension work is found in the Smith-Lever Act of 1914. Speakers and writers on extension work commonly refer to this law when discussing the objectives of extension work. Reference is made to that law here which begins as follows:

"That in order to aid in diffusing among the people of the United States useful and practical information on subjects related to agriculture and home economics and to encourage the application of the same", and in Section 2 is found the following statement: "That Cooperative Agricultural Extension work shall consist of the giving of instructions and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities and imparting to such persons information on said subjects through field demonstrations, publications and otherwise".

The first quotation defines the objectives, describes the purpose and implies a delineation of the subject matter areas to be taught. The second quotation describes the scope of the work without limiting the methods of teaching.

In the Smith-Lever Act and in succeeding Federal and state legislation, the word education is not mentioned. However, the intent of the law making body, the history of the legislation and thirty-eight years of experience since the passage of the Smith-Lever law have helped to liberalize interpretations placed

on enabling acts.

In the first section of the Smith-Lever Act the descriptive words "useful" and "practical" probably need no further elaboration. Perhaps the most significant statement is "subjects relating to agriculture and home economics". By way of emphasis it should be noticed that this statement does not specify agriculture and home economics as such but rather subjects related to these areas. The phrase related to broadens the over-all concept of extension work. Had this phrase been omitted the entire course of a dynamic educational movement might have been changed.

The full force of the meaning of this phrase has been pondered by a great many people interested in extension work. In 1946 a committee of federal extension employees made an exhaustive study to determine exactly what subjects are related to agriculture and home economics. The findings of this committee were published in the same year in a release known in common parlance as the Kepner Report. This report delineated nine related subject matter areas. Over a one year period each extension worker in Texas has had an opportunity to help restate these delineated areas as subject matter objectives. Stated as teaching objectives they find their greatest use not only in determining the breadth of extension teaching activities but also in determining to what extent subject matter conforms to accepted extension philosophy.

The nine objectives are presented in alphabetical order without regard to relative importance.

I. Provide Information and Encourage its Use for More Efficient Production of Crops, Livestock and Poultry.

A. Crops

1. Soil management and land utilization
2. Seed improvement and treatment
3. Maintenance and use of farm power and equipment
4. Insect and disease control
5. Rodent control
6. Pasture and range improvement and maintenance
7. Noxious plant control
8. Tree planting and forestry management
9. Harvesting
10. Storage

B. Livestock and Poultry

1. Management
2. Breeding
3. Feeding
4. Parasite and disease control
5. Housing

II. Demonstrate the Use and Conservation of Natural Resources For the Maximum Benefit to Present and Future Generations.

- A. Teach people proper soil and water uses including irrigation, construction of lakes and tanks, use of grasses and legumes in cropping systems, crop production, proper management of home grounds and production of family food supply.
- B. Teach proper production management, protection and use of our timber lands.
- C. Teach proper production management and use of range land including control of undesirable vegetation.
- D. Teach identification, appreciation and use of native grasses, flowers, shrubs and trees in beautifying home grounds and to conserve the natural beauty of the woods and fields.
- E. Conduct programs to produce, maintain, increase use and conserve desirable wild life resources, including our song birds, game birds, game animals, fur bearers, and fish.

III. Offer People Information That Will Enable Them to Develop A Clearer Understanding of Economic Problems and Public Policies that Affect their Welfare.

- A. Help people understand more clearly:
 - 1. International, national, and local economic problems in relation to the welfare of people.
 - 2. Some requirements and alternatives for solving these problems.

- B. Economic problems and public policies to be considered:
 - 1. Basic political and economic institutions in the U.S.
 - 2. Money and credit policies.
 - 3. Price control and supports.
 - 4. Crop and livestock production policies.
 - 5. Crop and livestock marketing policies.
 - 6. Distribution controls.
 - 7. World relations and trade.
 - 8. Agricultural adjustments between regions.
 - 9. Public services and facilities, and the land use.
 - 10. Taxation and public indebtedness.

IV. Assist Families in the Planning, Building, and the Use of Houses and Other Structures for Efficiency, Economy and Satisfaction.

- A. Encourage families to plan for buildings, remodeling, and repairing houses and other buildings, considering:
 - 1. Needs of the family.
 - 2. Economy.
 - (a) Use of local building materials and labor.
 - (b) Use and selection of economical and appropriate kinds of materials.
 - 3. Efficiency in the home and farm operations.
 - 4. Sound construction.
 - 5. Safety.
 - (a) Accident
 - (b) Fire
 - 6. Sanitation.
 - 7. Convenience and comfort.
 - 8. Appearance.
 - 9. Ease of maintenance.

- B. To help families with the planning of the farmstead improvements including homestead improvements, improvement of roads and fences.

- C. To help families select, operate, and maintain household and farm equipment.

- D. To provide information on selection, care, and use of home furnishings.
 - E. To teach families to utilize efficiently the buildings and structures available to them.
- V. Teach and Encourage the Use of Improved Practices in Farm and Home Management.
- A. Teach the principles that may be observed in selecting farms and homes and in getting started in farming and homemaking.
 - B. Assist in the planning of farm and home operations to insure all available use of resources.
 - C. Maximum aid in planning for the best use of human resources utilizing the principles of work simplification, safety, and efficient use of labor.
 - D. Provide information on selection, care, and use of farm and home equipment, furnishings, and supplies.
 - E. Assist with financial planning which involves the management of income, savings, and credit in relation to the farm, home and family needs.
 - F. To help families plan for their clothing needs, and to provide information that will help them in executing these plans.
 - G. To help families plan for and provide the food needed for good nutrition.
- VI. To Guide and Assist People in Determining the Preventive Health Needs in Their Homes and Communities, and to Assist in the Fulfillment of these Needs Through all of the Educational Facilities of the Extension Service.
- A. To inform people of methods for providing safer surroundings and adequate health services through group action.
 - 1. Encourage the formation of community health councils within the framework of community organizations. This council will serve as a planning body for educational and creative projects and as continuous monitoring agency for the community health program.
 - 2. Assist community health councils or community leaders in educational work in furtherance of

health programs to include, for example:

- (a) Personal hygiene
- (b) Nutrition
- (c) Clothing
- (d) Housing
- (e) Sanitation
- (f) Recreation
- (g) All other subjects essential for a good health program.

B. To inform people of the health facilities and services that can be maintained by existing population and income in cooperation with the State Health Department and other agencies.

- 1. To formulate suggested plans of needed health facilities and services in keeping with needs and ability to pay of various size communities.
- 2. To formulate estimates of cost of needed health facilities and services and propose methods of financing.

C. To teach people skills in arts and crafts necessary to a good preventive health program. This would include such items as first-aid, home care of the sick, gardening, food preservation, clothing, recreation, and all other necessities of a happy, comfortable and well regulated home and community life.

D. To inform people about present and impending health legislation. To encourage group discussions of the subject and to assist where possible in guiding these discussions to a logical appraisal of the pros and cons resulting in a realistic understanding of the issues involved.

VII. Inform People About and Assist them with Marketing Facilities and the Marketing and Distribution of Crops, Livestock, and Poultry.

A. Provide information that will give people an understanding of market demands for farm products as to volume, quality, and kind.

B. Provide people with information that will help them recognize needed improvements in marketing methods and merchandising programs. This will include the following:

- 1. Consumer demand
- 2. Present market procedure

4. Location of central market facilities
5. Services available through local and central market facilities.

H. Provide information on available and needed market facilities.

1. Evaluate local facilities
2. Analyze the need for facilities

I. Provide information on organization, operation and financial procedures which apply to cooperatives.

1. Need for organization of cooperatives
2. Organizational procedure
3. Operation under Federal and State laws
4. Sources of financing (sound and ample)

VIII. Encourage the Development of Rural Leadership and Organizations for Improving Rural Living.

A. Create within the people desires that will lead to:

1. Recognition of their problems.
2. The use of local facilities and outside help in planning a program of action for the solution of their problems.

B. Point out that through organization there is a place for each person to assume responsibility; to cooperate, and to lead in solving their own and community problems in a friendly, easy manner.

C. To provide an opportunity for people to train in the methods of conducting group meetings and discussions.

D. To recognize potential leadership, and to provide opportunities, training aids, encouragement and recognition for its further development.

IX. Encourage People to Develop Desirable Social Relationships and Cultural Values.

A. Encourage the development, interpretation, and appraisal of cultural values.

1. To recognize racial, social and religious background of people in social and cultural development.

2. Assist in overcoming the limitations of racial, social and cultural background.

3. Provide information on the effect of scientific and industrial progress on social and cultural development.
- B. Encourage the development of an understanding of man's relationship to his family, his community, and society.
 1. To recognize that the family is the primary unit of society.
 2. Recognize the need for more unified family activity.
 3. To awaken the individual to his responsibilities and opportunities with his family, community and society.
 4. To help people realize that work can be compensating and satisfying.
 - C. Encourage people to plan for leisure and to appreciate the value of recreation.
 - D. To help people understand and provide favorable conditions for the growth and well being of children.
 - E. To develop among people an appreciation of family and the responsibilities in farm and community life.
 - F. To aid in the development of an appreciation for the significance and beauty of rural life.
 - G. Encourage the development of gracious social customs and manners.
 - H. Encourage people to appreciate the influence of an adequate, comfortable and attractive home in family and community development.

What is Cooperative Extension Work?

Extension work is an out-of-school system of education in which adults and young people learn by doing.

It is a partnership between the government, the land-grant colleges, and the people, which provides service and education designed to meet the needs of the people.

Its fundamental objective is the development of the people.

Since the county is the basic unit of work for the Extension

Service it is natural to consider from the outset how to establish a sound, well-balanced rural program in every county. Statewide programs or policies cannot stand without a firm foundation of good programs in the counties, although each is eventually partially dependent on the other. Organization and program planning occupy 18 per cent of the time of county extension agents.

What Is an Extension Program?

The word "program" has nine distinct meanings in the dictionary. When used by an organization it means a prospectus, or a statement issued to promote understanding and interest in an enterprise. When preceded by the word "extension" the word takes on all the implications of its usage in the service of various states. An extension program, like that of any public organization, should give not only what is needed, but why. It should be an elaboration of the organization's public policy in such a way that anyone can find out just how the policy affects him. In this sense it is not a list of activities or calendar of work. For example, an extension program is a statement of situation, objectives, problems, and solutions. It is relatively permanent but requires constant revision. It forms the basis for extension plans.

Program: A program is a statement which sets out factual background information, describes the situation and problems and determines solutions for the problems described. It implies a long-time consideration extending over a period during which the determining social and economic forces can be foreseen or

predicted with reasonable accuracy. It sets forth what is to be done. In this respect no subject matter is involved. Subject matter is used in carrying out the program.

To conform to the current Texas concept a county extension program should contain at least the following:

1. A description of resources
2. An analysis of the present situation
3. A list of basic problems
4. Recommended solution to these problems
5. A statement of the objectives and goals
6. A provision for revising the programs

A County Extension Program conforms to this definition but deals only with the educational aspects of the six parts listed above on a county-wide basis. Since the Extension Service is an educational agency its efforts in county program building must be directed toward teaching people. County extension programs are built by people, with the help of agents, after their problems have been determined. By focusing their resources and those of the Land-Grant College on the new situation, people can direct their efforts to greater achievements and a more satisfying rural life. A program enables people to find out where they are and helps to determine what they know about their problems. Furthermore, it offers people an opportunity to participate in assembling and analyzing factual information bearing on problems and their solutions. Since situations as well as problems and their solutions are constantly changing, programs must be flexible. As changes occur people must adjust themselves

accordingly.

County Extension Program Building is the functional process of developing a program. This is a recognized educational process through which people with the help of county extension agents, discover and analyze their own problems determine solutions and decide on objectives. Major emphasis is placed on the long-time aspect of a county farm and home program and participation of people concerned with its development.

A study of reports indicate that the process of county extension program building are as follows:

1. Analysis of the situation (as determined by lay and professional leaders) as a basis for determining needs.
2. Decision on which needs are most urgent.
3. Agreement on desirable solutions.
4. Determination of objectives.
5. Development of program to be undertaken including:
 - a. People to be reached
 - b. Goals to be attained
 - c. Procedures to be followed in reaching goals
 - d. Responsibilities to be assumed by volunteer leaders
 - e. Part to be played by extension personnel and by other agencies
 - f. Plans for measuring results

Why Have A Program?

Every successful public movement must have a statement of its purposes that is clear to the citizens. The soundness,

timeliness, vitality, and economic or social importance of the program is what eventually determines the amount and continuity of public support. The published statement of the purposes is a public record of the program of the organization. Because it takes much time and effort to build such a program there is sometimes doubt as to just why the need is not felt by extension agents. This time and effort in program building is needed for the following reasons:

1. To ensure careful consideration of what is to be done and why.
2. To have available in written form a statement for general public use.
3. To furnish a guide or straightedge against which to judge all new proposals.
4. To establish objectives toward which progress can be measured and evaluated.
5. To have a means of choosing: (a) The important from the incidental problems; (b) The permanent from the temporary changes.
6. To prevent mistaking the means for the end, and to develop both felt and unfelt needs.
7. To give continuity during changes in personnel.
8. To aid in the development of leadership.
9. To avoid waste of time and money and promote general efficiency.
10. To help justify appropriations by public bodies.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

In developing a procedure for developing the Extension Service Program in Smith County, consideration was given to an analysis of the situation, a description of resources, problems in the situation, plan suggested to overcome these problems, objectives of the program in terms of the desires and needs of rural people, what should be taught, (done or carried out) to reach these objectives and how it should be done.

Smith County Extension Program Building Procedure

- I. County Extension Agents agreed to have a better Program involving more people.
- II. Extension Agents agreed on details of procedure for the County.
- III. Extension Agents made an analysis of the County situation.
- IV. Plan of Action
 - A. Contact key individuals (Representatives - Agricultural, Home Demonstration and 4-H Councils).
 - B. Call meeting of selected leaders (Steering Committee).
 1. Discuss purpose of an enlarged County Program.
 - a. Presentation of background and factual information.

2. Discuss job ahead and assistance needed.
 3. Assign responsibilities for getting representatives from various groups.
- C. Extension Agents, with the assistance of Steering Committee acquaint members about program building.
1. Personal contacts
 2. Neighborhood meetings
 3. Community meetings
- D. County Meeting of Program Building Committee
1. Discussion of job ahead
 2. Election of officers
 3. Make plans for survey
 - a. Discuss forms to be used
 - b. Assign responsibilities
 - c. Discuss sources of information
- E. Make Survey
1. Mail questionnaire forms to at least ten per cent of farm families in County.
 2. Compile survey information
 3. Determine needs, problems and desires
- F. County Program Building Committee Meeting
1. Summarize findings on County situation
 2. Study problems
 3. Make recommendations for program
 4. Determine objectives
 5. Adopt program
- G. Continuous evaluation and periodic revision.

The Agricultural Situation and Economic Background of Smith County

Location of County:-

Smith County is located in Northeast Texas, the fourth county South of the Red River, the Oklahoma boundary, and the third county West of the Louisiana state line. The county is bounded on the North by Wood and Upshur Counties, on the East by Gregg and Rusk Counties, on the South by Cherokee County and on the West by Henderson and Van Zandt Counties.

The Sabine River forms the entire Northern boundary of Smith County, and the Neches River forms about 3/4 of the Western boundary.

Resources in County:-

Smith County is most popular of East Texas interior counties with well balanced economy depending on oil, farming, livestock raising and industry.

The County produces the greatest variety of crops of any county in Texas. Cotton, sweet potatoes, roses, blackberries, nursery stock, corn, tomatoes, peas, watermelons, onions, peanuts, pecans, peaches and forage crops are grown for market.

Smith County is a leading dairy area; with a large beef cattle industry, including herefords, brahmans and cross breeds, which has been developed during recent years. There has been some expansion of swine and poultry raising with improvement of stock both for home use and market.

The terrain is rolling to hilly; the central and east parts

in pine belt; west portion is in the post oak belt.

7

Farm Operators

There are 4034 farm operators in Smith County 2673 white and 1361 Negro. Table I gives the number Negro farmers in each category.

Table I

Negro farms and tenure of operation is as follows

<u>Tenure</u>	<u>Number</u>
Operators	1361
Full Owners	632
Part Owners	270
Managers	1
All Tenants	458
Croppers	80

Table I shows the tenure of operation of Negro farmers in Smith County and the number representing each category of tenureship.

The average size of Negro farms is 64 acres. Negro farmers in Smith County operate 87,108 acres of land.

The trend in terms of the total number of farm operators is decreasing, while the trend in ownership of non-resident operators is increasing. The general trend is toward larger farms.

7

Smith County, An Economic Survey, Bureau of Business Research, College of Business Administration - The University of Texas, July, 1949. Bureau of the United States Census of Agriculture 1950. Texas Almanac, 1952.

Climatic Conditions

The average annual rainfall for Smith County is 41.68 inches. The greatest rainfall in any 24 hour period was 7.5 inches in May 1944.

The average length of the growing season is 252 days per year. The longest growing season recorded was 297 days in 1933, and the shortest growing season recorded was 213 days in 1940. The growing season for 1952 was 245 days.

Table II gives the types of soil, number of acres and the percentage of acres of each soil type in relationship to the total soils area of Smith County.

Table II

Types of Soil and Percent in Smith County*

<u>Type of Soil</u>	<u>Number of acres</u>	<u>Percent of County area</u>
Ruston Sand and loam	146,688	25.7
Susquehanna sandy loam	138,432	24.2
Norfolk sand and loam	118,720	20.8
Ochlockonee clay and loam	60,288	10.6
Caddo fine sandy loam	32,000	5.6
Greenville loam	48,256	8.5
Meadow	8,512	1.5
Orangeburg fine sandy loam	6,464	1.1

*Source: U. S. Department of Agriculture, Soil Survey of Smith County, 1917.

Upland Soils

The soils of the uplands in Smith County represent the Greenville, Orangeburg, Ruston, Norfolk, Susquehanna, Caddo, Lufkin and Henderson series. The upland soils have been derived by weathering from beds of sand and clay which were originally marine sediments. Greenville topsoil is reddish brown to dark red clay loam 5 to 15 inches thick, with a subsoil of deep-red loamy sand or deep-red friable clay. Greenville soil occupies 8.5 per cent of the county land area.

The Orangeburg, Ruston, and Norfolk soils have predominantly gray to grayish brown topsoils 6 to 20 inches deep. Orangeburg subsoils are red, Ruston subsoils are reddish yellow, and Norfolk subsoils are yellow. Ruston soil is the most extensive soil type in Smith County, occupying 25.7 per cent of the County land; Norfolk soils occupy 20.8 per cent of the land.

The Susquehanna topsoils are gray to grayish brown sandy loam or clay 1 to 20 inches thick and underlain by gray stiff plastic clay. The Susquehanna soil occupies 24.2 per cent of the County land. Iron pebbles are found in Greenville and Susquehanna soils. Caddo topsoil is gray loamy fine sand 12 to 18 inches deep with a yellow, grey, and red mottled clay subsoil. Caddo soil occupies 5.6 per cent of the County.

Alluvial soils

The alluvial first-bottom soils are made up of the Trinity, Hannahatches, and Ochlockonee series. These soils are composed

of material washed from the uplands of the county and adjoining regions, and some wash from the Calcareous Prairies of the Northwest. The material has been deposited over the flood plains of the streams by overflow water.

The Trinity series is alluvium containing some wash from Calcareous Houston soils to the Northwest and is dark brown to black on the surface. The Hannahatchee and Ochlockonee soils are made up of material from the Caddo, Norfolk, Orangeburg, Greenville, Susquehanna, and Ruston soils. Ochlockonee soil is dark brown sandy or clay loam about 10 inches thick underlain by mottled brown clay. Ochlockonee loam occurs along most of the streams in the County and occupies 10.6 per cent of the land.

The terrace soils include the Kalmia, Bienville, and Meadow series. The terrace soils are sandy and are remnants of former first-bottom deposits which were laid down when the streams flowed at high levels. They are unimportant in extent. Kalmia has gray topsoil and yellow subsoil. Bienville is brown with light subsoil. Meadow is a miscellaneous type embracing poorly drained strips of soil of widely variable texture developed along the smaller streams, and occupying 1.5 per cent of the land in the County.

Public Facilities in Smith County

There are 2 railroads, 10 shipping points, 6 highways, 271.2 miles of farm to market roads, 3 bus lines, 2 truck lines and one commercial aviation field.

The Education and religious facilities includes 7 rural

high schools for Negroes, 2 urban high schools, 8 rural grade schools and 3 urban grade schools. However, all of the grades are taught in the rural Negro high schools.

There are two Private Colleges, 4 trade schools and 1 Public library. There are 32 rural and 31 urban Negro Churches in Smith County.

Recreation facilities in Smith County includes: The Tyler State Park, Bellwood Lake, Lake Tyler, Football Stadiums, Fair Grounds, and two city parks.

Power facilities includes: one natural gas, one electric, two butane and two telephone companies.

Health facilities include: general hospitals, private clinics with doctors and dentist to care for the health needs of the people.

Farm mechanization consists of tractors, trucks, hay balers, milking machines, grain combines and feed grinders.

The trend in farm mechanization is increasing.

Oil Resources

Smith County is a part of the world's greatest deposits of oil, the East Texas Oil Field, which underlies the entire southeastern corner of the county.

Lesser pools are located in the Chapel Hill area, 12 miles east of Tyler; the South Tyler area, 5 miles south of Tyler; the Sand Flat area, 10 miles North of Tyler; and the Mount Sylvan area 10.7 miles Northwest of Tyler.

These oil pools occur in structural and stratigraphic traps on the scattered folds and domes in the Tyler Basin and on the

Sabine uplift.

Table III shows the tabulation of original reserves of oil and distillate in three oil pools in Smith County and the estimated reserves on January 1, 1948.

Table III

Oil Reserves in Three Oil Pools in Smith County*

<u>Oil Pool</u>	<u>Original reserve</u>		<u>Reserve on January 1, 1948</u>	
	<u>Oil</u>	<u>Distillate</u>	<u>Oil</u>	<u>Distillate</u>
Chapel Hill	5,000,000	12,000,000	2,000,000	8,858,000
Sand Flat	10,000,000	600,000	8,760,000	200,000
Mt. Sylvan (Boynton)	1,000,000	*	760,000	*

Sources

*Bureau of Economic Geology, Texas Mineral Resources.

The University of Texas 1946.

Tyler Chamber of Commerce. Local Information.

Dallas Morning News, Texas Almanac, 1947-48.

Natural Gas Resources in Smith County

Great natural gas deposits are found in association with oil deposits in Smith County.

Gas was once considered a nuisance, and in the past was wasted. The importance of natural gas is now recognized, and it is regarded as one of the best fuels for industries of all types.

The reserves of natural gas approach the oil reserves in magnitude, in terms of both heating and gross tonnage of hydrocarbon.

Table IV shows the natural gas reserves in Smith County which consist of over 90 percent methane with small quantities of ethane, propane, nitrogen, and carbondioxide. The heating value is seldom less than 1,000 B.T.U. per cubic foot, and sometimes more. The gas is noncorrosive. The following tabulation shows the original reserves and the January 1, 1948 reserves of natural gas in cubic feet in two gas fields in Smith County.

Table IV

Natural Gas Reserves in Smith County (in Cubic Feet)*

<u>Natural gas field</u>	<u>Original reserve</u>	<u>January 1, 1948 reserve</u>
Chapel Hill	250,000,000,000	181,400,000,000
South Tyler	6,000,000,000	2,500,000,000

Sources

*Bureau of Economic Geology, Texas Mineral Resources,
The University of Texas 1946.
Tyler Chamber of Commerce.
Local Information
Reports to the Railroad Commission of Texas

The following resources are also found in commercial quantities in Smith County.

Burning Clay

Smith County contains several deposits of burning clay. A white clay which burns to a cream color is found near Thedford.

Several pottery clay deposits are located near Tyler.

The burning clay south of Lindale is composed of silica, aluminum, oxide, ferrous oxide and water.

Iron Ore

There are commercial deposits and showings of extensive iron ore in Smith County. A major deposit of iron ore consists of an oblong circular belt beginning about five miles from Tyler and extending out to 8 to 10 miles from Tyler on the east.

Timber

Smith County has many species of trees, and in particular a variety of oak and hickories. Much of the merchantable timber has been cut, and little virgin timber is left. Of the second growth, hardwoods have replaced the original pines in many places. Magnolia, birch, cottonwood, elm, walnuts, linden, willow, pecan, yellow oak, basket oak and various other kinds of oaks are available in Smith County.

In 1946 there were 18 sawmills in Smith County and they produced 9,541,000 board feet of sawed lumber, of which 8,781,000 board feet were softwood. There are 162,259 acres of timber land in Smith County. There are approximately 20 retail lumber firms, 8 wholesale lumber firms and millwork manufacturing concerns in Smith County.

Water

There are many lakes and flowing streams in Smith County.

Live water is found on a large percentage of farms in the county, while other farms have surface tanks to furnish stock water. There are more than 25 public and private lakes in Smith County.

The major rivers and creeks of Smith County are: The Neches River, Sabine River, Mud Creek, West Mud Creek, Saline Creek, Butler Creek, Indian Creek, Prairie Creek, Village Creek, Duck Creek, Little Sabine Creek, Harris Creek and the Old Sabine River Channel. There are many minor creeks, springs and branches running throughout the county.

Sand, Gravel, Stone

There are several small gravel deposits in Smith County which are used locally.

Sandstone

Approximately 50 square miles of sandstones in ledges 1 to 2 feet thick occur in the vicinity of Tyler.

Limestone

A deposit of limestone occurs 12 miles North of Tyler and 7 miles East of Lindale. Two deposits of limestone are found in the Southwest part of Smith County.

Lignite

Several thin streaks of lignite are found in the county.

Peat

Deposits of peat occur in Smith County but not in commercial quantity.

Salt

Four salt domes which are a part of the Tyler basin are located in Smith County at Steen, Bullard, east of Tyler and in the Southeast corner of the County.

Mineral Springs

A Mineral Spring is found in the Southeast corner of Smith County west of Bullard.

Wildlife

Smith County has an abundance of small game. Fox squirrels, gray squirrels, swamp rabbits, armadillos, fox, opossum, racoon, mink, skunk and deer.

Bird life in Smith County includes quails, mourning doves, woodcock, mocking bird, woodpeckers, thrush, chaparall, ducks and geese.

There are many species of fish found in Smith County.

Industry and Its Effects on Agriculture

Industries in Smith County include oil (annual income \$5,000,000), 26 types of oil-related industries in Tyler, Natural Gas, Burning Clay, Food, Apparel (fabric products), Lumber, Fixtures, Printing, Publishing, Chemicals, Iron Foundries, Heater Companies, Plumber's Supplies, Fabricated Structural, Metal Products, Machinery, Instruments and miscellaneous manufacturing industries.

Four manufacturing concerns in Smith County employ more than 250 persons each, three employ more than 100 persons and 5

employ more than 50 persons.

The Tyler Industrial Foundation builds factories to an industry's specifications and then leases or sells the building to the manufacturer.

The Tyler foundation was organized May 1943. The Foundation is a nonprofit corporation with a capital stock of several hundred thousand dollars; the original capital stock was raised by public subscription in amounts varying from \$300.00 to \$15,000.00. All profits through retails and sales are placed in a surplus account and used as capital for further operations.

These industries furnish part-time employment to many farm families during the year.

Negro farmers in Smith County share in the revenue or annual income derived from the resources listed, because many of these resources are found on farms owned by Negroes.

Gainful employment on a full or part time basis is available to many Negroes (including farmers) in Smith County as a result of the development of the County's natural resources.

Basic Problems

Because of the advancement in diversified farming and livestock raising, the trend of the Negro farm population has been diverted toward farm and home improvement with an increase of approximately 50 per cent within recent years. This step taken by the farmers to improve their homes and surroundings and to become a potential asset to their communities has increased to

a marked degree the racial and cultural background in the various communities in the county.

In light of Smith County's rolling to hilly terrain; great variety of soils, advancement in diversified farming and livestock raising, the following major agricultural problems were selected by farm people on the basis of their wants and needs.

1. What can be done to alleviate soil erosion and declining fertility of crop and pasture land in Smith County.
2. The need for adequate farm marketing facilities.
3. The need for crop and pasture improvement.
4. The need for better livestock improvement.
5. The need for increasing the quality of truck and fruit crops.
6. The need for housing and farmstead improvement.
7. The need for an increase in health and sanitation facilities.
8. The need for increasing the production and conservation of food for the families.
9. The need for adequate farm financing.
10. Adequate and appropriate clothing for the families.
11. The need for recreation for the families and the community.

Solution to Problems Suggested by Farm People

1. A balanced cropping program.
 - a. Soil improvement practices - having soil test made as basis for soil improvement, better fertilizer usage and application of fertilizer on inoculated legumes.
 - b. Soil management and land utilization.
 - c. Tree planting and forestry management.

2. Better marketing practices:

Improve marketing practices - cooperative marketing organizations, marketing education meetings on producing, to sell or how to buy more wisely; adding new crops to gain volume for community marketing; secure government classing service for cotton etc.

3. Improved crop and forestry management in order to provide adequate pasture and feed supply.

- a. Better crop production and management by introducing or expanding acreages of recommended varieties of crops; producing one variety of cotton; production and use of certified seeds of any crop, seed treatment, application of fertilizers and community action to control insects.
- b. Better pasture and range management by improvement of permanent and supplementary pastures; hay and silage production, brush and weed control, proper grazing practices including stocking, reseeding, fire protection, water facilities, fencing and fertilizing.

4. More efficient livestock management by obtaining better breeding stock, conducting regular spray programs for disease and insect control and following a recommended feeding program.

5. Better planting of recommended kinds and varieties.

- a. Harvesting at proper stage of maturity.
- b. Grading and standardizing.

6. Better building program by encouraging families to plan for building, remodeling and repairing houses and other buildings, considering -
 - a. Needs of the family
 - b. Economy
 - c. Efficiency of the home and farm operations
 - d. Sound construction
 - e. Safety
 - f. Sanitation
 - g. Convenience and comfort.
 - h. Appearance
 - i. Ease of maintenance
 - j. Care and use of home equipment and supplies.
7. Disease prevention and sanitation through clean-up campaigns, water supply improvement, sanitary toilets or installation of septic tank sewage system, insect control, safe disposal of dead animals, immunization programs, proper drainage, proper curb for water wells, drainage of barnyards, screening homes and community buildings. Take advantage of medical facilities and services available in the county.
8. Production, Conservation and use of food by planning for and providing for through production of milk, eggs, meat, vegetables, fruits, cereals, fats and sweets. Conserve 100 containers of food per person, provide storage space for conserved foods, plan and serve meals by the Texas Food Standard.
9. Improve family money management practices through family

cooperation in planning for the spending of their money, making savings and investments, obtaining and using available credit, buying insurance, improving business-like practices for family income and record keeping.

10. Making or buying clothes so that each family member will have appropriate clothing, providing clothing suited to each individual's needs for work, play and general wear, keeping it clean and in a state of good repair.
11. Planning and carrying out regular family recreation; plan and develop a neighborhood recreation program for all age groups, build on the natural interest, abilities and facilities of the community; carry out the program through community recreation nights and special interest groups.

Problems suggested by 4-H boys and girls in Smith County were as follows:

1. Too few adult leaders
2. A lack of parents understanding the 4-H program
3. The need for more junior and adult leaders
4. Poor family relationships
5. Lack of community recreational facilities
6. Poor living conditions
7. Inadequate health facilities

In answer to the question, "How Can 4-H Clubs meet these needs?"

The respondents listed the following:

1. Secure parents' cooperation
2. Plan for recreation and recreational facilities in

- the communities.
3. Encourage more supervised recreation in the community.
 4. Train more junior and adult leaders.
 5. Encourage participation in school, church and 4-H activities.
 6. Encourage the production of food, feed and fiber in the community.
 7. Encourage participation in community health clinics and opportunities offered through the same.

Basic Problems - Suggested by Professional Agricultural Workers
In Smith County

1. Farmers need more land per family unit.
2. Farms need fencing.
3. There is a need for an increase in farm income.
4. More adequate Soil Conservation Programs.
5. A better planned feeding program for the livestock
(Example a winter feeding program such as winter grazing, trench silos).
6. More knowledge of how to farm.
7. More farm machinery and equipment.
8. Better understanding and appreciation of the opportunities which farm life affords.
9. Group cooperation toward Agricultural Progress in terms of new crops and program trends.
10. More inspiration and information about farming procedures and techniques in all phases of agriculture.

11. Adequate finance for operating a satisfactory supervised farming program.
12. Adequate education as to new trends in harvesting, storing and marketing of agricultural products.
13. To re-educate farm people toward adequate farm income.
14. More seasonal cash crops.
15. To learn how to produce livestock in competition with the new trend in prices.
16. More competent rural leaders.
17. Better acreage production.
18. More adequate markets for their farm products.
19. More cash crops.
20. Something to sell the year around.
21. Soil testing programs.
22. An increase in home ownership
23. Information and knowledge on how to make land more productive.
24. Grow crops that the public wants.
25. Standard and dependable markets for farm produce.
26. More power equipment.
27. Guidance and leadership in planning farming programs; better financial assistance in lean years.
28. Improved marketing facilities.
29. Better plant, soil and water relationship.
30. Diversified system of agriculture.

Solution to Problems Suggested by Professional Agricultural Workers in Smith County

1. Recognizing that the agricultural program is theirs and not the Agricultural Agency representatives in the County.
2. Following the approved and improved agricultural Practices set up or determined with the assistance of the professional agricultural leaders in the County.
3. Contributing to the pre-planning, planning, operation and evaluation of all phases of the farming program as well as making necessary revisions to improve the program.
4. Keeping adequate and accurate records of farming programs.
5. Attending meetings of agricultural nature where information may be given to help solve a number of their problems.
6. Trying to become more financially secure.
7. Reading and keeping abreast with the daily changes of agricultural nature.
8. Shifting from row crops to pasture for grass production.
9. Practicing better farm management.
10. More educational programs on farm life.
11. More community meetings.
12. More reading materials (bulletins, leaflets and circulars) on the business of farming.

13. Encourage Demonstrations on machinery and equipment through community workshops.
14. Pooling of community resources.
15. Making use of better talent (potential leaders).
16. Working toward perfection of community organizations.
17. Improving general soil conditions, better seed selection and fertilizer application.
18. Checking the farm outlook situation and arranging for production to avoid a surplus.
19. Cooperating with all Agricultural Workers and Agencies in the County in programs of betterment designed to aid farmers.
20. Organization of marketing and purchasing cooperatives.
21. Utilization of land with its capabilities and treatment according to its needs.
22. Proper balance of cash crops, livestock and poultry.

The professional agricultural workers of Smith County suggested the following ways in which these representatives should aid farmers in solving problems affecting agriculture and homemaking.

1. Team Work, cooperation and unity of effort with individual farmers or groups of farmers in meetings, conferences, furnishing agricultural literature and group planning.
2. Setting up goals, and ways and means for reaching same.
3. Through evaluating the total program at all times and making necessary revisions.

4. By informing and inspiring farmers as to solutions to problems, on marketing and producing efficiently all agricultural products.
5. Pre-Planning or planning on community and county level with individual farmers and groups of farmers.
6. Helping to secure dependable markets in time for farmers to plan farming programs accordingly.
7. Helping to keep farmers informed on latest agricultural trends.
8. Helping to keep farmers informed on better methods of producing and marketing farm produce and livestock.
9. By encouraging better management practices.
10. Encourage and assist farmers in securing sound loans for purchasing land and equipment.
11. By bringing the community closer together through educational and recreation meetings.
12. Locate demonstrations strategically in each community or neighborhood in the county.
13. Produce slides or movies of local demonstrations and present at group meetings.
14. Make use of observational tours.
15. By assisting with rural organizations and attending meetings.
16. By providing farm people with leadership and obtaining the necessary information and training.
17. By furnishing outlook information to farmers.

18. Careful planning of crop and livestock programs with farmers.
19. By encouraging more community workshops with farmers participating.
20. By working directly with adult farmers.
21. Motivate farm community leaders through meetings, tours and farm visits.
22. Present program to farmers in the most practical terminology.

The Extension Service Procedure and teaching methods suggested in alleviating the problems in the county include both method and result demonstrations, visits with demonstrators, training meetings, the use of bulletins, and leaflets, news stories and radio publicity.

The County Extension Program is flexible so as to take care of emergencies as they arise.

Organization

At present in Smith County, there are 27 Community Agricultural Councils with 650 members, 1 County Agricultural Council with 90 members, 27 Home Demonstration Clubs with 622 members, 1 County Home Demonstration Council with 84 members and twenty-nine 4-H Clubs with a total membership of 832 Juniors (356 boys and 476 girls).

The County Extension Program Building Committee is composed of 42 adult (farmers, farm women, professional and civic) men and women and five boys and girls.

The Agricultural Council, Home Demonstration Council, 4-H Council, 4-H Clubs, Public Schools, Private Colleges and Churches serve as a medium through which information is disseminated into the County.

Groups of volunteer 4-H, farm and home leaders carry out the program as interpreted and announced by these Councils.

These councils, clubs and members serve as leaders, demonstrators and cooperators in specific lines of agriculture and homemaking. These organizations follow a county-wide program in relation to agriculture and home economics planned by the Agricultural, Home Demonstration and 4-H Councils with the counsel of the local Agents, Secretary, District Agents and the Administrative Staff.

It has always been the writer's conviction that if an Extension Program is to be meaningful and if Extension Work is to be effective in its teaching process, that the greatest number of people should be involved at all times. Because the fundamental objective of Extension Service teaching is the development of the people.

The writer appealed to the rural leadership in Smith County (farmers, homemakers, Vocational Agricultural teachers, Public School Supervisors, Principals, Home Economics teachers, Soil Conservation workers, Ministers and youth) for their assistance in getting the necessary data. A questionnaire was drawn up (see appendices) and mailed to farm people. Another questionnaire was prepared and mailed to professional or paid leaders. A letter (see appendices) of transmittal was sent out

explaining the purpose for which the information was requested.

They were assured that the information was to be used only for developing "A Proposed Program in Agricultural Extension Work for Negroes in Smith County.

Distribution of questionnaires and interviews conducted were made to fit into the regular program of extension work in Smith County.

There were 110 questionnaires filled out and returned. Of this number 100 were from farmers and 10 were from professional or paid leaders.

The following table shows some background information of the group studied and percentage of the respondents checking the various items.

Table V

Family Background of the Group Studied

<u>Items Checked</u>	<u>Per Cent of Respondents</u>
Do you live on a farm.....	100
Number of years in locality (Average number of years).....	32
Do you have a car.....	78
Do you drive.....	88
Do you have a telephone.....	20
Do you have a radio.....	100
Do you read the Daily Newspaper.....	46
Do you read the Weekly Newspaper.....	46
What type of health do you have - good_____57 fair	33
poor.....	10

As shown in table V 100 per cent of the respondents lived on the farm and they have lived an average of 32 years in their present locality. This seems to indicate that a large percentage of the respondents were owners or at least substantial tenants.

Table VI gives the educational background of the respondents studied and the percentage in each category.

Table VI

Educational Background of Respondents

<u>Grade Completed in Public School</u>	<u>Per Cent of Respondents</u>
Third Grade.....	3
Fourth Grade.....	3
Fifth Grade.....	15
Sixth Grade.....	18
Seventh Grade.....	21
Eighth Grade	18
Ninth Grade.....	15
Tenth Grade.....	3
Twelfth Grade.....	3
College Work.....	1

An analysis of the data concerning the educational background shows that ninety-nine percent of the respondents had received some form of public school education ranging from the third grade to the twelfth grade. Only one respondent had received college training.

This information should be of interest to extension agents because farmers with training as the ones indicated in table VI, are the farmers that agents must teach subjects relating to agriculture and home economics. The demonstration method of teaching, through which one learns by doing, may be the answer in the second case.

Information concerning the previous leadership experiences of farmers in Smith County should be useful in planning future Agricultural Extension Service Programs. For this purpose the data in table VII was compiled.

Table VII

Previous Leadership Experience in Social Organizations and the
Per Cent of Leaders with These Organizational Experiences

<u>Organizations</u>	<u>Leaders</u>
4-H Club.....	30
F.T.A.	27
Farmers Council	45
School.....	21
Church.....	75
Lodge.....	57

This table revealed that many respondents had leadership experience in more than one organization.

However, the church provided leadership experiences for a larger percentage of those who had had leadership work in other organizations. The Lodge ranked second in leadership experiences.

To find out to what extent farmers and rural leaders have contacts with each other the data in table VIII were compiled.

Table VIII

Sources of Local Leadership Contacts with Other Farmers in the County and Per Cent of Respondents Checking the Various Sources

<u>Source of Contact</u>	<u>Local Leaders</u>
At Church.....	96
At School.....	66
At Community Store.....	39
By Telephone.....	21
In Homes.....	81
At Lodge Meetings.....	45
At County Agricultural Council Meetings..	85

A high percent of the respondents indicated that contacts were made at church. While contacts during County Agricultural Council Meetings ranked second.

Home contacts were made by 81 percent of the farmers and leaders studied.

To find out to what extent farmers and farm leaders had used the methods in giving lessons or conducting local agricultural meetings that the agent had used in the training meetings, each leader was asked to check the methods used by the agents and to check the methods used by the leader or farmer.

Table IX

Comparative Methods Used by Agents and Local Leaders in Giving Subject Matter Lessons or Demonstrations and the Per Cent of Each Method Used.

Agents' Meeting	Local Leaders Meeting
Gave a Demonstration.....	72..... 51
Read the leaflet.....	12..... 24
Showed materials.....	66..... 66
Had Leaders do some work.....	60..... 57
Gave a talk.....	54..... 57

A comparison of the methods used show that farmers and leaders as a group tend to use five methods in the same order as do the agents. The difference in the various methods used may be due to the type of work and previous experience of the leaders.

Extension Workers consider that the amount of time used by leaders in giving lessons or demonstrations in local meetings is a factor of importance to successful extension work.

Table X

Approximate Number of Minutes used by Leaders in giving a Subject Matter lesson or demonstration and the Per Cent of respondents checking each category.

General Subject Matter Lessons or Demonstrations

<u>Time in Minutes</u>	<u>Local Leaders</u>
Twenty.....	12
Thirty.....	12
Forty.....	18
Fifty.....	9
Sixty.....	36

The range in time was from 20 to 60 minutes. The data seem to indicate an inconsistency in the amount of time used by leaders in giving a lesson or demonstration. This probably reflects a difference in leadership, in local situations, for lesson or demonstration presentation.

The leaders are not expected to use the same amount of time as that used by the agents because in the training meeting some time is given to the background training of leaders and in teaching leaders how to give demonstrations.

The following table indicates the program interest of the group studied, the rating of expressed interest and the number checking each interest.

Table XI

Local Leadership Interest

<u>Rating</u>	<u>Number Checking</u>
Interest in people.....	66
Interest in The Extension Program.....	62
Interest in developing leadership ability....	60
Interest in demonstration topics.....	48

It is encouraging to note that the main interest of those interviewed is - Interest in People. This is important because the fundamental objective of extension teaching is the development of people.

The data in table XII seem to indicate various ways in which leaders have been repaid for their services while serving as leaders in the Agricultural Extension Program in the County.

Table XII

A Comparison of ways in which Local Leaders have been repaid for their services while serving as leaders.

<u>Rating</u>	<u>Number Checking</u>
Learned something new.....	75
Improved skills in working.....	72
Gained self-confidence.....	54
Established rapport with members.....	51

Most people will agree that work must bring some type of satisfaction and compensation to the individual if work is continued effectively. Adult local leaders need approval and encouragement to support them in their leadership work.

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONSSummary

This study of A Proposed Program in Agricultural Extension Work for Negroes in Smith County and the information secured from farmers, youth, and professional or paid leaders offer the following data and suggestions for continued growth and development of the over all Extension Service Program.

The principal factors in program planning and building are rural leadership, background information, local experiences, and professional guidance.

County Extension Agents of today know that one of the greatest problems facing agents is to work out the most desirable kind of county Program. A Program that reaches the most significant problems of farm people - problems that are holding back the progress of agriculture and affecting the well-being and happiness of large numbers of people.

It has been revealed that a "Program" - is a statement which sets out factual background information, describes the situation and problems and determines solutions for the problems described. It implies a long time consideration extending over a period during which the determining social and economic forces can be foreseen or predicted with reasonable accuracy. It sets forth what is to be done. In this respect no subject matter is involved. Subject matter is used only in

carrying out the program.

To conform to the current Texas, concept a County Extension Program should contain at least the following:

1. A description of resources.
2. An analysis of the present situation.
3. A list of basic problems.
4. Recommended solutions.
5. A statement of the objectives and goals.
6. A provision for revising the program.

A County Agricultural Extension Program conforms to this definition but deals only with the educational aspects of the six parts listed above on a county wide basis.

Since the Extension Service is an educational agency, its efforts in County Program building must be directed toward teaching people.

County Extension Programs are built by the people, with the help of agents, after their problems have been determined. By focusing their resources and those of the Land Grant Colleges on the new situation, people can direct their efforts to greater achievements and a more satisfying rural life.

The fundamental objective of program building is to teach people how to analyze and solve their own problems with the help of the Extension Service. If this program building process achieves this objective, the results, measurable in social and economic progress, will justify the efforts.

Conclusions

Through sixteen years of experience as a County Agricultural Agent and with several years' experience in a new approach to program building, the writer has come to appreciate the great value of County Extension Programs in carrying out the over all objectives of the Extension Service.

County Extension Programs are the basis for extension work and are the means by which the Extension Service seeks to accomplish its purposes. Results in extension work are dependent upon the quality of the program, and quality is influenced by the methods used in developing the program.

Methods used in developing extension programs differ in details from County to County. It is recognized that there must be variations in methods from place to place according to the local situation, the people who are to be reached, and the abilities of the extension workers. Nevertheless, there are certain basic principles which, if observed, should lead to more effective county extension programs.

The ultimate evaluation of methods of extension program development must be in terms of program results. Results, as in all educational endeavor, need to be measured in terms of educational outcomes - whether the desired changes took place in the people.

The Extension Service has reached a transition period in its development. Its record of educational services rendered to date is highly commendable. It cannot, however, rest on laurels, previously won, and maintain its record as a

progressive and productive educational institution. The fact that those for whom the Extension Service was established to serve are faced with new situations and new types of problems. In connection with which, educational assistance is needed to be recognized. Past programs and operating procedures need to be weighed carefully against the demands and opportunities of the future to insure that the total extension resources are so utilized as to render the greatest contribution possible; consistent with the significance of the various problems involved.

If there is to be progress and not mere evolution in the development of people, the objectives of extension work must be clearly and periodically determined in view of progress and changed conditions.

Recommendations (The Proposed Program)

It is recognized that by the very nature of the setting in which the educational work of the extension service is conducted, that is, outside the formal and organized setting characterizing the public schools, colleges, and universities, one of extension's major educational responsibilities is to create a recognition of problems and a desire on the part of people themselves to do something about them. This is a most important educational responsibility in itself and it grows more important as society progresses, and as an increasingly great number of forces from outside the individual farms and homes come to bear upon the welfare of the people involved.

It is further recognized that program planning is a continuing educational process. Planning is not the end but really the beginning of greater service to rural people. It maps out the road ahead and points the way.

The fundamental objective of program building is to teach people how to analyze and solve their own problems with the help of the extension service. If this program building process achieves this objective, the results, measurable in social and economic progress will justify the efforts.

If there is to be progress and not mere evolution in the development of people, the objectives of extension work must be clearly and periodically determined in view of progress and changed conditions.

The nine objectives of the Texas Agricultural Extension Service are presented in alphabetical order without regard to relative importance.

- I. Provide Information and Encourage its Use for More Efficient Production of Crops, Livestock and Poultry.
 - A. Crops
 1. Soil management and land utilization
 2. Seed improvement and treatment
 3. Maintenance and use of farm power and equipment
 4. Insect and disease control
 5. Rodent control
 6. Pasture and range improvement and maintenance
 7. Noxious plant control
 8. Tree planting and forestry management
 9. Harvesting
 10. Storage
 - B. Livestock and Poultry
 1. Management
 2. Breeding
 3. Feeding

4. Parasite and disease control
5. Housing

II. Demonstrate the Use and Conservation of Natural Resources For the Maximum Benefit to Present and Future Generations.

- A. Teach people proper soil and water uses including irrigation, construction of lakes and tanks, use of grasses and legumes in cropping systems, crop production, proper management of home grounds and production of family food supply.
- B. Teach proper production management, protection and use of our timber lands.
- C. Teach proper production management and use of range lands including control of undesirable vegetation.
- D. Teach identification, appreciation and use of native grasses, flowers, shrubs and trees in beautifying home grounds and to conserve the natural beauty of the woods and fields.
- E. Conduct programs to produce, maintain, increase use and conserve desirable wild life resources, including our song birds, game birds, game animals fur bearers, and fish.

III. Offer People Information That Will Enable Them to Develop A Clearer Understanding of Economic Problems and Public Policies that Affect their Welfare.

- A. Help people understand more clearly:
 1. International, national, and local economic problems in relation to the welfare of people.
 2. Some requirements and alternatives for solving these problems.
- B. Economic problems and public policies to be considered:
 1. Basic political and economic institutions in the U.S.
 2. Money and credit policies.
 3. Price control and supports.
 4. Crop and livestock production policies.
 5. Crop and livestock marketing policies.
 6. Distribution controls.
 7. World relations and trade.
 8. Agricultural adjustments between regions.
 9. Public services and facilities, and land use.
 10. Taxation and public indebtedness.

- IV. Assist Families in the Planning, Building, and the Use of Houses and Other Structures for Efficiency, Economy, and Satisfaction.
- A. Encourage families to plan for buildings, remodeling, and repairing houses and other buildings, considering:
1. Needs of the family.
 2. Economy.
 - (a) Use of local building materials and labor.
 - (b) Use and selection of economical and appropriate kinds of materials.
 3. Efficiency in the home and farm operations.
 4. Sound construction.
 5. Safety.
 - (a) Accident
 - (b) Fire
 6. Sanitation.
 7. Convenience and comfort.
 8. Appearance.
 9. Ease of maintenance.
- B. To help families with the planning of the farmstead improvements including homestead improvements, improvement of roads and fences.
- C. To help families select, operate, and maintain household and farm equipment.
- D. To provide information on selection, care, and use of home furnishings.
- E. To teach families to utilize efficiently the buildings and structures available to them.
- V. Teach and Encourage the Use of Improved Practices in Farm and Home Management.
- A. Teach the principles that may be observed in selecting farms and homes and in getting started in farming and homemaking.
- B. Assist in the planning of farm and home operations to insure all available use of resources.
- C. Maximum aid in planning for the best use of human resources, utilizing the principles of work simplification, safety, and efficient use of labor.
- D. Provide information on selection, care, and use of farm and home equipment, furnishings, and supplies.

- E. Assist with financial planning which involves the management of income, savings, and credit in relation to the farm, home and family needs.
 - F. To help families plan for their clothing needs, and to provide information that will help them in executing these plans.
 - G. To help families plan for and provide the food needed for good nutrition.
- VI. To Guide and Assist People in Determining the Preventive Health Needs in Their Homes and Communities, and to Assist in the Fulfillment of these Needs Through all of the Educational Facilities of the Extension Service.
- A. To inform people of methods for providing safer surroundings and adequate health services through group action.
 - 1. Encourage the formation of community health councils within the framework of community organizations. This council will serve as a planning body for educational and creative projects and as continuous monitoring agency for the community health program.
 - 2. Assist community health councils or community leaders in educational work in furtherance of health programs to include, for example:
 - (a) Personal hygiene
 - (b) Nutrition
 - (c) Clothing
 - (d) Housing
 - (e) Sanitation
 - (f) Recreation
 - (g) All other subjects essential to a good health program
 - B. To inform people of the health facilities and services that can be maintained by existing population and income in cooperation with the State Health Department and other agencies.
 - 1. To formulate suggested plans of needed health facilities and services in keeping with needs and ability to pay of various size communities.
 - 2. To formulate estimates of cost of needed health facilities and services and to propose methods of financing.

- C. To teach people skills in arts and crafts necessary to a good preventive health program. This would include such items as first-aid, home care of the sick, gardening, food preservation, clothing, recreation, and all other necessities of a happy, comfortable and well regulated home and community life.
- D. To inform people about present and impending health legislation. To encourage group discussions of the subject and to assist where possible in guiding these discussions to a logical appraisal of the pros and cons resulting in a realistic understanding of the issues involved.
- VII. Inform People About and Assist them with Marketing Facilities and the Marketing and Distribution of Crops, Livestock, and Poultry.
- A. Provide information that will give people an understanding of market demands for farm products as to volume, quality, and kind.
- B. Provide people with information that will help them recognize needed improvements in marketing methods and merchandising programs. This would include the following:
1. Consumer demand
 2. Present market procedure
 3. Possible improvement to meet competition
 4. Necessary steps in processing and manufacturing from producer to consumer
 5. Eliminate unnecessary merchandising procedure
- C. Provide people with information on marketing methods for efficiency and lower cost of distribution. Such marketing procedures as:
1. Ample volume
 2. Packaging
 3. Modes and costs of transportation
 4. Processing to be done as near production and consuming centers as possible.
 5. Ample facilities needed
- D. Provide people with information on consumer preferences and the relative nutritional and market value of different grades and kinds of commodities. These might include:
1. Relative nutritional value
 2. Economic values

3. Effect of consumer preference on price
4. Effect of consumer preference on sales

E. Demonstrate methods of grading and standardizing products to meet market demands. There are six:

1. U.S. grades and standards
2. State grades and standards
3. Firm grades and standards
4. Voluntary
5. Compulsory
6. Hand and mechanical grading

F. Demonstrate approved methods of processing and packaging agricultural products. Listed below are four:

1. Necessary steps (frozen, canned, ready to cook, ready to eat, size, materials)
2. Sanitary requirements (federal, state, and city regulations)
3. Regulations on fiber and seed (federal, state, and city)
4. Necessary facilities

G. Provide timely information about market and storage facilities.

1. Bonded warehouses
2. Location and available facilities
3. Variation in costs
4. Location of central market facilities
5. Services available through local and central market facilities.

H. Provide information on available and needed market facilities.

1. Evaluate local facilities
2. Analyze the need for facilities

I. Provide information on organization, operation and financial procedures which apply to cooperatives.

1. Need for organization of cooperatives
2. Organizational procedure
3. Operation under Federal and State laws
4. Sources of financing (sound and ample)

VIII. Encourage the Development of Rural Leadership and Organizations for Improving Rural Living.

A. Create within the people desires that will lead to:

1. Recognition of their problems.

2. The use of local facilities and outside help in planning a program of action for the solution of their problems.
- B. Point out that through organization there is a place for each person to assume responsibility; to cooperate, and to lead in solving their own and community problems in a friendly, easy manner.
 - C. To provide an opportunity for people to train in the methods of conducting group meetings and discussions.
 - D. To recognize potential leadership, and to provide opportunities, training aids, encouragement and recognition for its further development.
- IX. Encourage People to Develop Desirable Social Relationships and Cultural Values.
- A. Encourage the development, interpretation, and appraisal of cultural values.
 1. To recognize racial, social and religious background of people in social and cultural development.
 2. Assist in overcoming the limitations of racial, social and cultural background.
 3. Provide information on the effect of scientific and industrial progress on social and cultural development.
 - B. Encourage the development of an understanding of man's relationship to his family, his community, and society.
 1. To recognize that the family is the primary unit of society.
 2. Recognize the need for more unified family activity.
 3. To awaken the individual to his responsibilities and opportunities with his family, community and society.
 4. To help people realize that work can be compensating and satisfying.
 - C. Encourage people to plan for leisure and to appreciate the value of recreation.
 - D. To help people understand and provide favorable conditions for the growth and well being of children.

- E. To develop among people an appreciation of family and the responsibilities in farm and community life.
- F. To aid in the development of an appreciation for the significance and beauty of rural life.
- G. Encourage the development of gracious social customs and manners.
- H. Encourage people to appreciate the influence of an adequate, comfortable and attractive home in family and community development.

The writer recommends the above objectives as the core of any County Agricultural Extension Service Program.

The "Proposed Agricultural Extension Service Program for Negroes in Smith County" conforms to the above objectives.

Bibliography

BIBLIOGRAPHYBooks

- Brunner, Edmund des. and Yang, E. Hsin Pao, Rural America and the Extension Service, Teachers College Columbia University, New York, 1949.
- Deyoe, George P. Supervised Farming in Vocational Agriculture. The Interstate Publishing Co., Danville, Illinois, 1947.
- Good, Carter V., A.S. Barr, and Douglas E. Scates, The Methodology Educational Research, New York: D. Appleton Century Co., 1935.
- Kelsey, Lealan D. and Cannon C. Hearn, Cooperative Extension Work. Ithaca, New York: Comstock Publishing Co., 1949.
- Knapp, Seaman A., Schoolmaster of American Agriculture. New York: Columbia University Press, 1945.
- Norton, L. J. and Scranton, L.L. The Marketing of Farm Products. The Interstate Publishing Company - Danville, Illinois, 1949.
- Martin, O. B., The Demonstration Work. Texas: The Naylor Company, 1941.
- Reck, Franklin M., The 4-H Club Story. Iowa: The Iowa State College Press, 1951.
- Shepherd, Geoffrey S. Marketing Farm Products, The Iowa State College Press, Ames, Iowa, 1946.
- Smith, Clarence Beamon and Wilson Meredith Chester, The Agricultural Extension System of The United States: John Wiley and Sons, Inc. New York, New York, 1930.
- Ture, Alfred Charles, A History of Agricultural Extension Work in the United States, Government Printing Office, Washington D. C., 1928.
- William, H.A., The 4-H Club Handbook, New York: The Cornell University Press, 1951.

Publications

Adult Leadership - Program Planning. Adult Education Association of the U.S. of America, Vol. 1, Mount Morris, Ill., 1952.

An Economic Survey of Smith County. Bureau of Business Administration, The University of Texas: 1949.

Extension Evaluation Guide. What It Is, How It Is Done, Its Use. Staff, U.S. Department of Agriculture. 405 (4-49) Washington D.C., 1949.

Extension Looks at Program Planning. Extension Service Circular No. 478, U.S. Department of Agriculture, 1952.

National Inventory of Extension Methods of Program Determination. Extension Service Circular No. 477, U.S. Department of Agriculture, 1952.

United States Census of Agriculture, U.S. Department of Commerce, Bureau of The Census, Volume 1, Part 26, U.S. Government Printing Office, Washington, D.C., 1952.

What The Workshops Say About Extension Program Planning. U.S. Department of Agriculture, 1948.

Mimeographed Material

Black, Dr. John D. A Challenge to The Extension Service of Texas. Harvard University, 1951.

Matthews, Dr. J. L., How To Develop a Program. Division of Field Studies and Training Extension Service, U.S.D.A., 1952.

Regional Extension, Workshop Reports. Prairie View A&M College, 1950, 51 and 52.

Williamson, Dr. W. N. County Extension Program Building in Texas; Mimeographed Report, College Station, Texas: 1952.

Williamson, Dr. W.N. Objectives of Extension Program Building in Texas, M.S. College Station, Texas, 1953.

Appendices

- A. Letter of transmittal
- B. Questionnaire to adult farmers
- C. Questionnaire to professional
workers
- D. Background information for a
County Extension Program

F. O. Box 314
Tyler, Texas
March 6, 1953

To: Smith County Negro Rural Leaders, Farmers,
Vocational Agriculture Teachers, Supervisors,
School Principals and Home Economic Teachers

Re: A Proposed Program in Agricultural Extension
Work for Negroes in Smith County, Texas.

From: B. J. Fryor, County Agricultural Agent -
Smith County, Texas.

This information will be used in developing a Thesis on "A Proposed Program in Agricultural Extension Work for Negroes in Smith County, Texas". The writer hopes that the information obtained can be used in working out a sound and workable program for Negro farmers in Smith County. Please answer all questions and return in the enclosed self addressed, stamped envelope. Your promptness in answering will be greatly appreciated. Thank you very kindly.

County _____

Questionnaire _____

Date _____

GENERAL INFORMATION ABOUT NEGRO FARM LEADERS IN SMITH COUNTY,
TEXAS

To be filled by a leader who has attended an Agent's Demonstration and given Demonstrations in local communities during 1952.

NAME _____

ADDRESS _____

COMMUNITY _____

Directions: Fill blanks with a number or with YES or NO.

Family Background

1. Family at home: (a) Number adults _____ (b) children _____?
2. Ages of family members: (a) father _____ (b) mother _____
(c) children? _____
3. Location: (a) On farm _____ (b) town _____ (c) _____
4. Years lived in locality? _____
5. Have a car? _____
6. Do you drive? _____
7. Telephone _____
8. Radio _____
9. Daily newspaper _____
10. Weekly newspaper _____
11. Type of health that you have: (a) Good _____ (b) Fair _____
(c) Poor? _____

Your Training and Experience

1. Grade completed in school? _____
2. Years in Agricultural Council as: (a) member _____ (b) leader _____ (c) officer? _____

3. I have held leadership jobs in: (a) 4-H _____, (b) P.T.A. _____, (c) Farmers' Council _____, (d) School _____, (e) Church _____, (f) Lodge _____, Others _____
4. Contacts with members between meetings: (a) At church _____, (b) school _____, (c) store _____, (d) telephone _____, (e) In home _____, (f) Others _____

Observations and Results

1. One Agent's Demonstration which I attended was in:
- (a) _____ (b) _____
- (c) _____ (d) _____
- (e) _____ (f) _____
- (g) Others _____
2. The Agent: (a) Gave a demonstration _____, (b) Read the leaflet _____, (c) Talked and showed illustrative materials _____, (d) Had leaders do some work _____, (e) Gave a talk _____.
3. Leaders gave a similar demonstration at: (a) Two local meetings _____, (b) One local meeting _____, (c) One all-day meeting _____.
4. How much time was used in giving demonstration in each meeting: about 20 minutes _____, 30 _____, 40 _____, 50 _____, 60 _____?
5. Was time allowed leaders (a) Too much? _____ (b) About right? _____ (c) Too short? _____
6. In giving the demonstration, the leaders (a) Gave a method demonstration _____, (b) Read the leaflet _____, (c) Talked and showed illustrative materials _____, (d) Had club members do some work _____, (e) Gave talk _____.
7. Reasons why I accepted the job of leader were: (a) Interest in the Extension Program _____, (b) Interest in people _____, (c) To develop leadership ability _____, (d) Interest in demonstration topic, _____ (e) Others _____

8. Ways in which I have been repaid are: (a) Gained self-confidence _____, (b) Members gave good attention _____, (c) I learned something new _____, (d) Improved my skill in working _____, (e) Others _____

9. Would travel and time situations enable you to serve again? Yes _____ No _____.
10. Was enough satisfaction gained that you would like to serve again? Yes _____ No _____.
11. What are the needs of farm people in your community?

12. How can farmers meet these needs? _____

13. How can Professional Agricultural Workers assist farmers to meet these needs? _____

County _____

Questionnaire _____

Date _____

GENERAL INFORMATION ABOUT NEGRO FARMERS IN SMITH COUNTY

NAME _____

ADDRESS _____

COMMUNITY _____

I. What are the needs of farm people in your community?

II. How can farmers meet these needs? _____

III. How can Professional Agricultural Workers assist farmers to meet these needs? _____

BACKGROUND INFORMATION FOR COUNTY EXTENSION PROGRAM

I. Public Facilities

A. Transportation Facilities

1. No. railroads____; No. shipping points____
2. No. State Highways____; No. farm to market roads____
3. No. farm homes on all-weather roads____
No. farm homes not on all weather roads____
4. No. bus lines____; No. truck lines____
5. Other transportation facilities_____

B. Education and Religious Facilities

1. No. high schools - rural____, urban____
2. No. grade schools - rural____, urban____
3. No. veterans' schools_____
4. No. churches - rural____, urban____
5. No. community centers_____
6. List recreation facilities
7. Public libraries

C. List power and public facilities (gas, electricity, telephone, etc.)

D. Health Facilities

1. No. hospitals and clinics
2. No. doctors and dentists
3. Other health facilities
 - a. County health units
 - b. No. trained in first aid
 - c. No. trained in home nursing

II. Population

- A. List nationality background groups
- B. Total county population (year and source of information)
- C. Farm population and trends (Census data 1930, '40, and '50)
- D. Rural non-farm population (Census data 1930, '40, and '50)
- E. Age of farm operators:
 1. Average age (1940-50)
 2. Number farm operators by age groups (Census data 1940-50)
- F. Number farm operators by tenure: (Census information)
 1. No. tenants - white _____, non-white _____
 2. No. owners - white _____, non-white _____
 3. No. part owners - white _____, non-white _____
 4. Trends in ownership of non-resident operators

III. Farm Homes and Conveniences (indicate trends - if possible), 1930, 1940 and 1950 (Census or other information used).

- A. Number farm dwellings:
 1. Occupied
 2. Unoccupied
 3. Average number persons living in
 4. With electricity
 5. With running water

6. With telephones
7. With radios
8. With home freezers
9. Access to freezer lockers
10. Power washing machines
11. Gas _____ natural _____ butane _____
12. List others

B. Number of farms with automobiles

C. Number of automobiles

IV. Farm Mechanization (indicate trends 1930, 1940, 1950):
(Census and other information)

A. Number trucks: (Census and County Tax Collector)

1. Number farms reported

2. Number trucks reported

B. Number tractors: (Census or County Assessors office)

1. Number farms reported

2. Number tractors reported

C. List other mechanical equipment (hay balers, combines, cotton pickers, air planes)

V. Climatic Conditions:

Narrative description including such as rainfall chart, frost free growing period in county, elevation, temperature, etc.

VI. Physical Resources

A. Total area of the county

B. Topography, (describe completely, including drainage, lakes, etc.)

C. Major soils areas in the county

A soil map showing different soil areas in the county should be included here.

D. Gas, oil, other minerals

Kind and economic value. Influences on agriculture should be included in statement of situation, and/or problems and comment about them.

E. Timber

Kind and economic value. Effect on agriculture should be included in same manner as "minerals".

F. Water

Availability for irrigation and household, and livestock

G. Sand, gravel, stone

H. Other (wildlife, etc.)

VII. Industry and its Effect on Agriculture:

- A. Kinds of industry and processing plants in the county
- B. Time spent by farm family members working off the farm
- C. Any other information (Census figures on industrial employment, 1930, '40, and '50 etc.)

VIII. Type (S) of Agriculture in the County

A. Type Farming Map:

This map is to show by areas each "Type of Farming" now being carried on. A legend should be on the map with each area numbered and described with some appropriate term, for example "cash crop", "livestock",

"general", or other descriptive term (s). Be sure to map any part time or subsistence farming areas. Include areas populated largely by industrial or city workers as subsistence areas.

- B. Describe briefly each existing type of farming. If some type of farming is scattered generally through all areas mapped, list and describe last. Give particular attention to describing any part time or subsistence type farming which exists anywhere in the county. Include description of agricultural operations carried out by subsistence farmers, or by industrial workers, and the estimated percent of the farms operated in such manner. Include other important information.

IX. Land use and Related Information (include from Census or other source, such data as):

- A. Number of farms and ranches in the county
- B. Total acres of land in the farms and ranches
- C. Value of farm land and buildings
- D. Acres of cropland and its use
- E. Show the important cultivated crops grown and trends in acreage, yields, and production of these crops. Use tables to substantiate statements about trends.
- F. Discuss methods used in producing above crops. Show such things as varieties, crop rotation, soil improvement practices used, etc. Indicate also principal expenses incident to such production, and value of

crops harvested.

- G. Pasture and range. (acres, kind, use, carrying capacity, hunting leases, etc.)
- H. Timber on farms (acres)
- I. Number of acres in idle farm land needing improving
- J. Availability of farm labor
- K. Number families with gardens____,home orchards____, milk cow____,poultry____,meat animals_____.

X. Livestock:

A. Explain types of livestock operations and tell trends in numbers of various classes of livestock, with proper tables to substantiate statements made. Census data 1930,1940, 1950.

- | | |
|-----------------|---------------------|
| 1. Beef cattle | 5. Goats |
| 2. Dairy cattle | 6. Horses and mules |
| 3. Hogs | 7. Poultry |
| 4. Sheep | 8. Others |

B. Indicate principal expenses incident to livestock operators. Include cash cost of feed purchased (1950 Census). Estimated value of home grown crops used.

C. Number and location of veterinarians

XI. Classification of Farms: (1930, 1940 and 1950 Census)

A. By size groups:

- 1. Size groups and number of farms in each group.
- 2. What size farm is found most often.
- 3. What changes are taking place in size of farms.

4. Other information if any about the size of farms.

B. By acres of cropland harvested.

C. By total value of farm products sold or used on the farms.

D. By type and value of farm products.

XII. Total Value of Cash Return from Farm Production and Value of Farm Products used in the Home and on Farm where Grown:
(Census or other sources)

A. Value of various crops sold.

B. Value of livestock and livestock products sold.

1. Dairy products only.

2. Poultry and poultry products.

3. All other livestock and livestock products
(includes dairy cattle sold for slaughter).

C. Value of forest products sold.

D. Total of cash returns.

E. Value of crops and livestock used in household.

F. Total value of farm production for county.

XIII. Marketing Practices and Markets:

A. Describe

1. Practices followed by farm people when preparing products for market: grading, labeling, etc.

2. Methods of marketing farm products, such things as, per cent on individual basis, per cent co-operatively, per cent locally, per cent on terminal markets, etc.

B. Show all the various kinds of market facilities which farmers make use of, such as: elevators, stockyards, locker plants, sales organizations, cooperative groups, local stores, etc., and describe services of each important marketing facility available.

XIV. Farm Credit Facilities Available

Add to this, other important factors in developing and carrying out an Extension Program which meets the local needs.

Texas Resources Bulletin giving mineral resources from University of Texas.