

SUGGESTED PLAN FOR HOME DEMONSTRATION WORK

IN RURAL CHINA

BY

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## INTRODUCTION

More than two years ago the cooperative training program between the United States Department of State and the Extension Service of the United States Department of Agriculture for Latin-American students on Extension work aroused the interest of Dr. P. W. Tsou, Resident Representative in the United States of the Chinese Ministry of Agriculture and Forestry. Upon the request of Dr. Tsou, Director M. L. Wilson of the United States Extension Service extended this cooperative training program to Chinese students. It was agreed that Dr. Tsou should select a small group of Chinese students whose expenses were to be paid either by the State Department of the United States or by the Chinese Government. The Division of the Field Studies and Training of the Extension Service of the United States Department of Agriculture was to be responsible for working out the training program with the trainees. The Chinese students selected were those who had come to the United States before December 8, 1941, who had some practical experience connected with rural life in China, were interested in rural living and planned to return to China to work with rural people.

The author was chosen as one of the trainees, her financial support being supplied by the United States Department of State from the President's emergency fund during the war period.

The training program on Extension work for foreign students was under the auspices of the Division of Field Studies and Training in the United States Department of Agriculture. It consisted of three parts. The preliminary training was in the Federal Extension Office at Washington, D. C.



Before beginning the field work the author, with other foreign students, was given two months of general training in the Federal Extension Office under the supervision of Dr. Fred P. Frutchev, in charge of the Foreign Student Program. During this two month period the author spent about one fourth of the time in classes in which general information on Extension organization, the policy and administration of Extension Service, the methods of teaching, and the general set-up of the Federal Extension System were discussed. The second fourth of the time was spent in conferences with subject-matter specialists of the Federal Extension Staff on methods and plans of work, and materials for the teaching of the various subject-matter fields. The rest of the time was spent with the Parent Education Specialist discussing and studying the programs and plans for Parent Education work in the United States, and becoming acquainted with the history and development of the Extension System in the United States, as well as in reading the reports of state and county Extension workers.

A period of seven months was spent in six states divided as follows: two months each in Alabama, Iowa and New York, and one month in the three states Illinois, Ohio, and Vermont. In each of these six states the investigator was under the guidance of either the State Home Demonstration Leader or the District supervisors. The activities at the State Extension Office were planned:

1. To acquaint the investigator with Extension personnel at the State Office and the extension program in the State, its development and history. Special attention was given to the home demonstration work and the training of workers for this field.

2. To arrange conferences with the district supervisors, State 4-H Club Leaders, subject-matter specialists, and the Extension editor or publicity personnel.
3. To arrange field trips with district supervisors and subject-matter specialists, especially those dealing with "Family Life Education" as well as "Foods and Nutrition." Opportunities to observe their work with the county home agents and the local leaders were provided.
4. To arrange visits to the Home Economics Department of the Land-Grant College in the respective states in order to learn its relationship with the Extension Service in training home agents and rendering special types of service.
5. To acquaint the investigator with the work of the Experiment Station and its relationship to the Extension Service.
6. To provide opportunities to read the Extension bulletins and reports of agents and specialists.

In each state certain counties were selected for special study. All counties selected had outstanding extension programs directed by experienced county agents. In each county the activities of the investigator were varied, but on the whole she:

1. Studied the daily activities of the county agents and observed their methods of working and teaching among rural people, and their relationships with both farm people and their co-workers in the office.

2. Discussed with county agents the organization, functions, and history of county Extension work, agricultural situations of the county, their methods of working with rural people, 4-H Club and older youth programs in the county, methods of developing and using volunteer leaders, development of their particular county Extension programs and plans of work, ways and means of office management, their relationships with other agencies in the county, their problems and the solutions for them, methods of training new agents and local leaders, and their objectives of Extension work.
3. Attended all the meetings held and observed the agents in their work.
4. Visited result demonstrations, 4-H Club projects, farms and homes, as well as meetings held by local leaders and other agencies in the counties.
5. Read and studied the circular letters, news stories, radio talks, reports and records written by county agents.

The fourth part of this training program was the taking of a two months' short course in Extension Education in the Federal Extension Office at Washington, D. C. The methods used for study were listening, observing, asking questions, reading, discussing, and "learning by doing" under the instruction of subject-matter specialists and other members of the Extension Staff.



A FEW FACTS CONCERNING THE DEVELOPMENT OF THE  
EXTENSION SYSTEM IN THE UNITED STATES

In general it might be said that Extension work is a cooperative educational program to teach rural people how to solve their problems themselves through simple and practical means. The results should be the improvement of the economic, social, cultural, spiritual, and physical conditions of rural people. Whatever builds for efficiency on the farm or in the home, whatever contributes to increased income, enjoyment, and satisfaction of the rural family, whatever assists the growth and development of the individual personality, education and spirit, is included in the work of the Cooperative Extension Service. It starts with rural man's problems and ends with his betterment.

The Extension Service in the United States has developed during the last hundred years. It was started by the organization of the Agricultural Societies in 1785 and then followed by the development of Farmers' Institutes in 1852. These Farmers' Institutes have been continued through the years to the present time and have been a powerful influence in affecting agriculture, home making, and country life in the United States. Their weakness was lack of "follow-up" work and encouragement for farm people. The farmers were genuinely stimulated at the meetings, but there was no one to show them how to put their learning into practice. Because of this weakness of the Farmers' Institutes and the success of Dr. Seaman A. Knapp's demonstration method of teaching, the Federal Acts to promote Extension Work in Agriculture and Home Economics were passed. The Smith-Lever Cooperative Extension Act of 1914 and the Capper-Ketcham Act in 1928 were passed for the promotion and development of the Cooperative Extension



System and in each state acts supporting the development of Extension work in the state were passed by state legislators.

To express it briefly, the Extension Service in the United States is a cooperative undertaking between the Federal, the State, and the County governments and the local people. Together they finance the extension programs, employ the county extension agents, plan and carry out the extension programs, and train extension workers to improve the living of rural families.

The founder of demonstration work in Agricultural Extension work was Dr. Seaman A. Knapp. His philosophy, aims, methods, and principles of teaching farm people laid the foundation for the present extension teaching methods. His program grew out of a felt need on the part of farmers. The Farmers' Cooperative Demonstration Work was begun in Texas in the fall of 1903, when the boll weevil had caused considerable damage for Texas cotton growers. Dr. Knapp believed that by the method of object lessons the farmers could be taught to control the cotton boll weevil. At the beginning of 1903 he went to Terrell, Texas, solicited \$1,000 from the bankers and business men and offered it as indemnity to any farmer who would make a demonstration in boll weevil control on his farm under his personal advice and instruction. The success of this demonstration established the method to be used by the Extension Service.

Since Dr. Knapp realized that the best results would be secured with the county as the unit for demonstration, the system of county agents was begun. The first county agent in the United States was Mr. W. C. Stallings of Smith county, Texas, who was appointed in 1906. The main object underlying the demonstration work was that people learn to do a thing by doing,

although there should be someone to direct them.

"A few demonstration farms scattered throughout the country do not create sufficient public sentiment and moral force to change the long-established usages of the masses. There must be at least five or six demonstration farms and quite a number of cooperators in each township, so that practically we reach every neighborhood, arouse interest and competition everywhere, and arouse the whole community. To do this requires at least one agent in each county." 1/

The Farm Demonstration Work led to the Boys' Farm Club work in 1909, and Girls' Club work in 1910. The Girls' Club work led to Home Demonstration work for rural women. In 1914 when the Smith-Lever Act became a law there were 718 Farm Demonstration agents and 351 Home Demonstration agents in the Southern states.2/ From that, Extension Work has grown until in the year of 1944, there were 6,799 men and women employed as county extension agents to work with rural families in 3,075 counties. In addition, there were 654 state administrators and supervisors, and 1,645 subject-matter specialists employed to carry on the work. The grand total of extension workers for both state and county levels was 9,098.3/ The rapidity of the increase in extension workers is evident when one realizes that the above mentioned growth has taken place over a period of less than forty years.

The Cooperative Extension System in the United States is organized on three levels, Federal, State, and County and, while each has its own pattern of organization with its own special functions, the work is coordinated throughout.

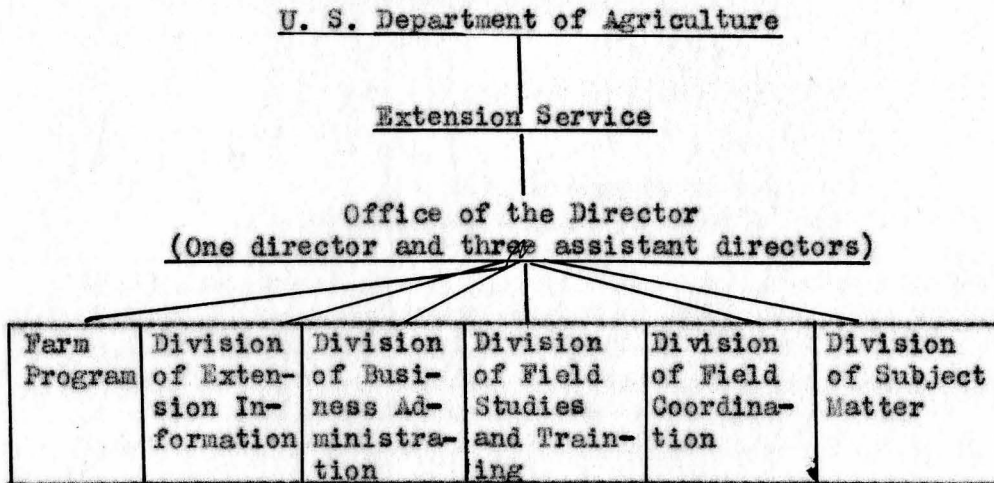
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1/ Martin, O. B., "The Demonstration Work" p. 7.

2/ Martin, O. B., "The Demonstration Work" p. 37.

3/ U. S. Extension Service, Number of Extension Workers; 351-40. March 31, 1945.

The Extension Service at the Federal level is organized as shown below: 4/



In each main division, the following sub-divisions are found:

1. Division of Business Administration
  - a. budget section
  - b. state payments section
  - c. financial records section
  - d. property and supply section
  - e. personnel section
  - f. mails and records section
2. Division of Extension Information
  - a. extension service review
  - b. publications and special reports section
  - c. visual aids section
  - d. distribution section
3. Division of Field Studies and Training
4. Division of Field Coordination

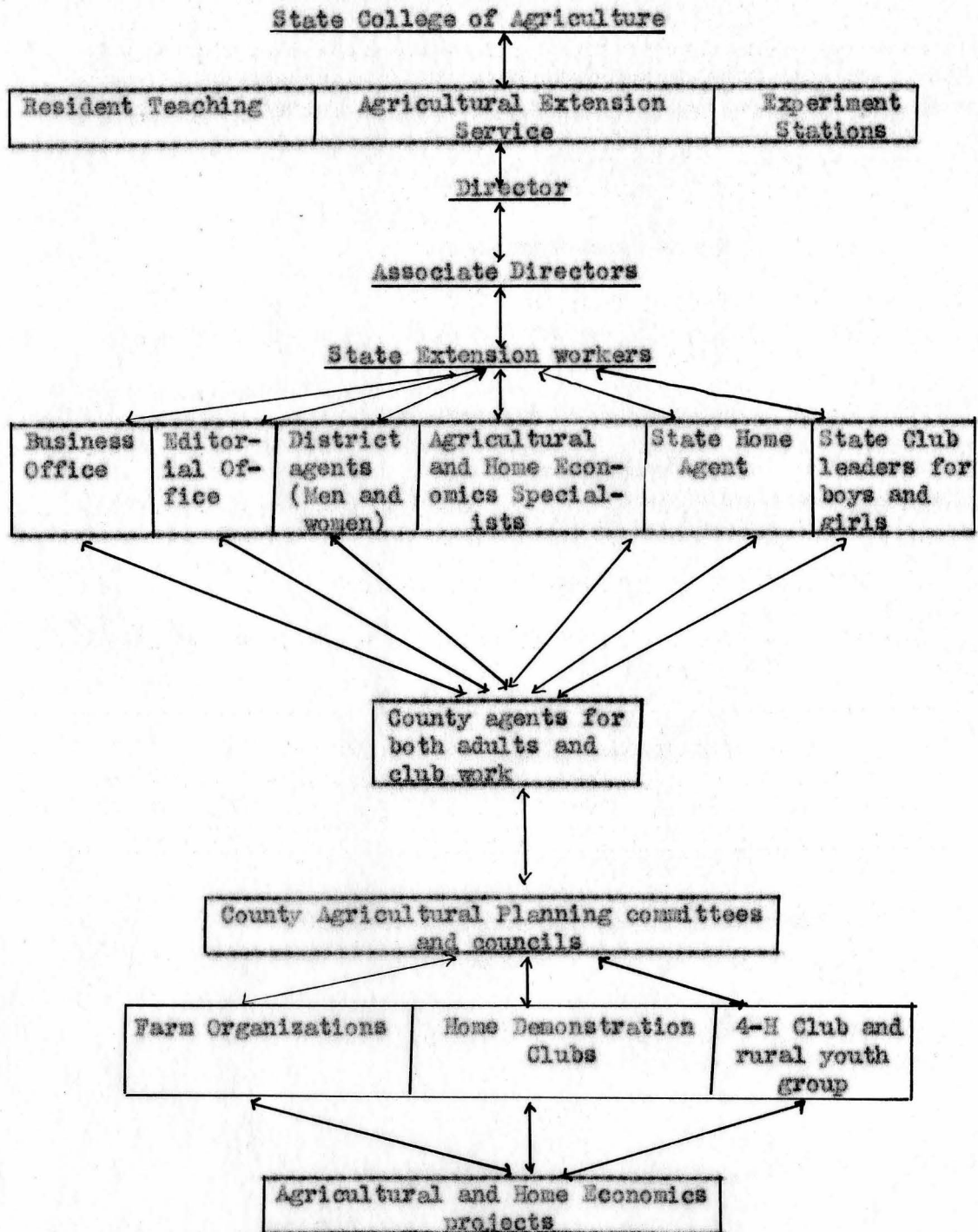
- a. county agent work
- b. home demonstration work
- c. 4-H club work
- d. negro extension work
- 5. Division of Subject Matter
  - a. agricultural and home demonstration section
  - b. economics section
  - c. labor utilization section
- 6. Extension Farm Labor Program -- A War-time Program
  - a. recruitment and placement
  - b. victory farm volunteer
  - c. women's land army

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4/ This information was taken from a mimeographed chart of "The Organization of the Federal Extension System", Washington, D. C.

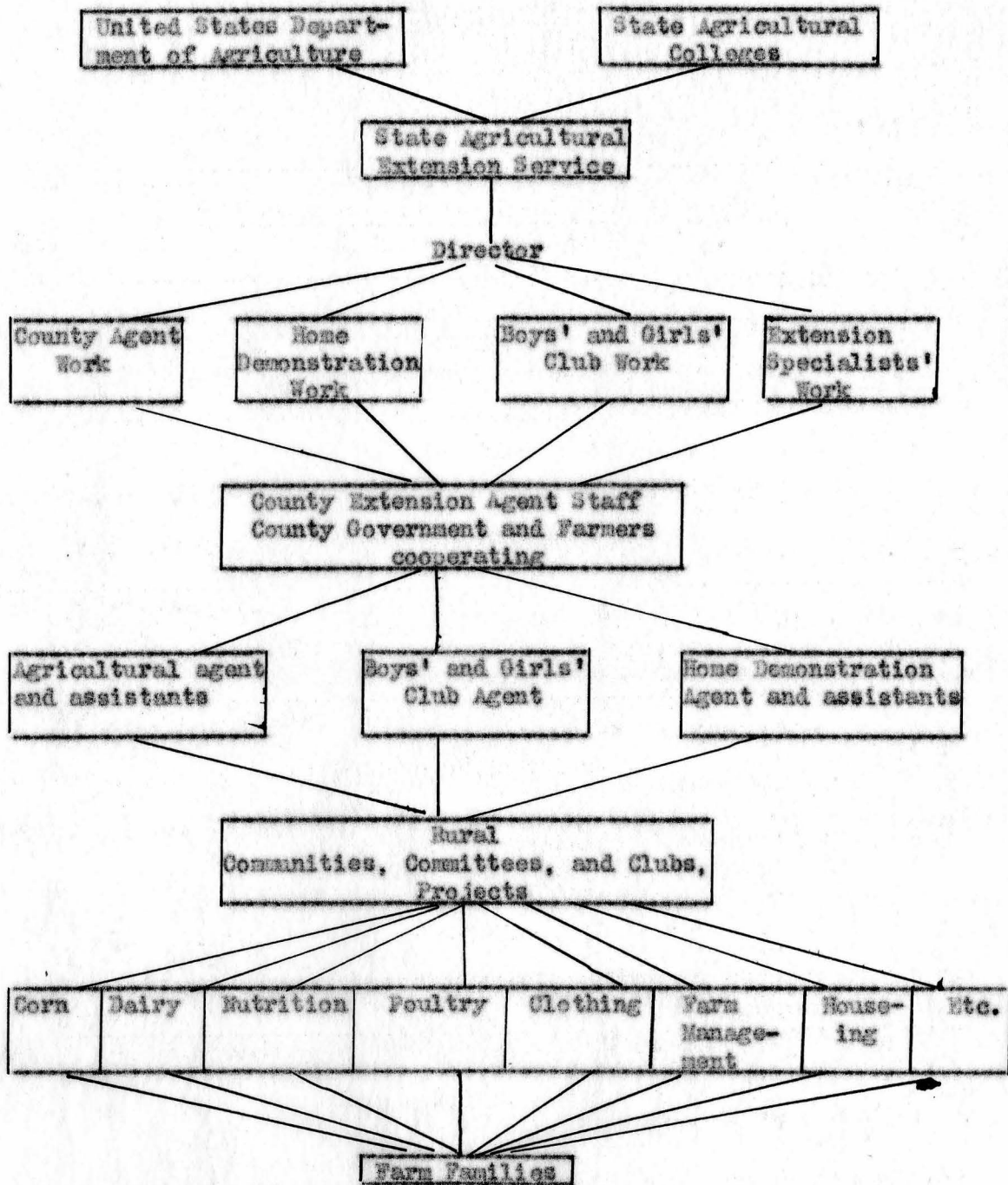


The General Organization of the Extension System at the State and County Levels is as follows:



In this extension system all the state extension workers are paid by both State and Federal funds and the county extension agents are paid from three sources, Federal, State, and the County. The rest of the local leaders are unpaid volunteer workers who are members either of the extension clubs or extension committees. The actual work of extension in Agriculture and Home Economics is carried on by the community and county extension committees and clubs of local people.

The General Organization of the Cooperative Extension System as a whole is shown in the following diagram: 1/



1/ Smith, C. B. & Wilson, M. C. The Agricultural Extension System of the United States. Page 2.

COMPARISON OF THE EXTENSION WORK IN HOME ECONOMICS  
IN THE THREE STATES STUDIED

On the state level, Alabama, Iowa and New York have the same general set-up for the Extension System (see page 10); while the personnel set-up is similar, the sizes of staffs vary. New York and Iowa have separate subject-matter specialists serving both adult and 4-H groups. The number of county home agents is also different in these three states. Alabama has at least one home agent for each county; in Iowa two-thirds and in New York three-fourths of the counties have home demonstration agents. Both Iowa and New York are working toward organizing all the counties in the states. (See Table I)

In order to meet the needs of the local people and the different situations arising in the States, the programs must vary as to content, emphasis placed on methods of teaching, and in the policies used for Extension Service. For example, Alabama has used successfully the result demonstration, while Iowa has emphasized the method demonstration with open meetings and using local leaders. New York, on the other hand, has made wide use of radio programs and county subject-matter leaders to reach more people.

During the thirty years of Home Demonstration work in these three states, it is estimated that from one-fourth to one-third of the rural families have been reached by the Extension program. In all three states plans are under way for enlarging programs through promoting family-unit extension programs and increasing the size of the extension staff, by making more use of subject-matter specialists, and better methods for train-



Table I. Extension Staffs in the Three States Studied 1/

Classification of Staff Members	Numbers of Workers		
	Alabama	Iowa	New York
State Home Demonstration Leader and her assistants	5	4	4
County Home Agents and assistants	99	65	65
Subject Matter Specialists:			
Child Development and Family Life	1	1	2
Textiles and Clothing	1	2	3
Home Economics and Home Manage- ment	1	2	2
Home Furnishing and Household Arts	0	1	3
Foods and Nutrition	1	1	4
Food Preservation	1	0	0
Institutional Management	0	0	1
Total number Staff Members	109	76	84
Total number of counties in the State	67	100	62
Total number of counties with home agents	67	65	45

1/ This information is taken from the conference with these three State Home Demonstration Leaders.

ing and using local volunteer leaders, by providing better training programs and supervision for county agents, by obtaining more intra and extra cooperation among extension organizations and staff members, by securing more public support for Extension programs, and by broadening the scope and the objectives of Extension work.

It is difficult to state the accomplishments of any Extension program for many of the results are intangible and therefore hard to measure. The tangible results of the Home Demonstration work in the three states are shown in Table II, "Summary of Results of Home Demonstration Work of the Three Selected States in 1944." Also the types of Extension programs which have been carried on during 1944 with and by rural families are shown.

The more intangible accomplishments of the Extension work in these states are (1) changing the attitudes of rural people toward the Extension Service, (2) the awakening of the homemakers to their own problems as well as to the problems of others and of the community as a whole, (3) increasing appreciation of farm life, and (4) developing of leadership ability in farm people. The rural women of Home Demonstration Clubs have gained poise, can talk intelligently on many subjects and have learned to dress in comparative style.

#### WORK OF COUNTY HOME AGENT

The Extension work for women in the United States at the local level is carried on in the counties by the home agents who work with and live among rural families in their respective counties. The following description of the activities of a home agent is a composite picture of several agents in these three states.

Table II. Summary of Results of Home Demonstration Work of the United States and in  
Three Selected States in 1944 1/

Subject matter of club meetings	Families participating in each type of program			
	Nation Number	Alabama Number	New York Number	Iowa Number
I The house, furnishings, and surroundings				
Constructing dwellings	17,473	1,218	1,473	328
Remodeling dwellings	62,993	6,052	2,549	641
Installing sewage systems	12,172	407	88	325
Installing water systems	19,506	1,289	310	245
Installing heating systems	6,132	379	151	71
Providing needed storage space	157,527	12,089	19,474	720
Rearranging or improving kitchens	123,157	12,092	2,705	1,248
Improving arrangement of rooms	156,746	12,839	5,338	2,115
Improving methods of repairing, remodeling or refinishing furniture or furnishings	331,161	14,809	33,140	9,512
Selecting house furnishings or equipment	166,964	12,114	7,939	3,198
Improving housekeeping methods	398,211	31,857	18,605	8,090
Improving laundry arrangement	77,867	4,308	881	482
Screening or using other recommended methods of controlling flies or other insects	17,038	15,660	1,149	396
Installing sanitary closets or outhouses	20,694	2,616	1	43

Table II. Summary of Results of Home Demonstration Work of the United States and in Three  
Selected States in 1944 (continued)

Subject matter of club meetings (continued)	Families participating in each type of program			
	Nation Number	Alabama Number	New York Number	Iowa Number
Improving home grounds	174,702	13,504	2,856	544
Planting windbreaks or shelterbelts	19,403	728	122	131
II. Home production of family food supply				
Improving food supply by making changes in home food production	2,432,515	133,941	182,627	19,253
Of vegetables	1,909,565	100,441	176,843	15,579
Of fruits	541,372	34,169	12,672	5,799
Of meats	604,203	52,070	9,059	4,501
Of milk	515,879	55,611	6,049	1,912
Of poultry and eggs	733,514	59,608	10,645	10,125
Butchering, meat cutting or curing	295,382	24,196	3,998	1,667
Making butter and cheese	239,117	24,776	363	534
III. Food preservation and storage				
Solving food preservation problems	2,523,028	133,981	159,053	23,759
Canning	2,076,217	100,981	138,556	16,435
Freezing	409,440	2,964	27,391	9,309
Drying	372,699	38,070	15,369	2,980
Storage	718,784	49,807	46,118	4,581



Table II. Summary of Results of Home Demonstration Work in the United States and in Three Selected States in 1944 (continued)

Subject matter of club meetings (continued)	Families participating in each type of program			
	Nation Number	Alabama Number	New York Number	Iowa Number
Producing and preserving home food supply according to annual food-supply budget	974,514	118,861	52,058	8,447
Canning according to a budget	667,703	47,899	25,671	4,329
IV. Food selection and preparation				
Using better methods for food selection and preparation	1,363,888	84,334	82,379	27,287
Assisting and establishing school lunches	18,596	459	266	52
V. Other health and safety work				
Improving diets	1,740,405	101,505	131,203	32,432
Solving child feeding problems	179,507	12,686	3,221	1,630
Preventing colds and other common diseases	406,345	38,068	5,090	17,172
Improving positive health habits	338,010	37,354	2,984	10,925
Taking first aid or home-nursing course and also practicing it in the home	266,950	15,974	13,174	4,030
Removing fire and accident hazards	568,377	53,727	14,205	9,342
VI. Home management and family economics				
Solving time management problems	288,113	22,472	5,141	13,660
Keeping home accounts	101,896	9,280	654	1,496
Making financial plans	128,525	15,275	339	4,302

Table II. Summary of Results of Home Demonstration Work in the United States and in Three Selected States in 1944 (continued)

Subject matter of club meetings (continued)	Families participating in each type of program			
	Nation Number	Alabama Number	New York Number	Iowa Number
Improving the use of credit for the family living expenses	45,272	6,049	76	2,598
Developing home industries as a means of supplementing family income	64,591	9,838	1,154	1,015
Practicing cooperative buying of:				
Food	9,377	413	16	50
Clothing	7,257	386	67	34
House furnishings and equipment	7,944	403	64	25
General household supplies	6,241	429	44	25
Improving consumer buying problems and practice	1,436,455	123,287	97,465	37,935
VII. Clothing and textiles				
Solving clothing construction problems	737,799	45,198	35,804	13,642
Practicing care, renovation and remodeling of clothing	739,039	49,730	34,200	16,664
Using better judgement in the selection of clothing and textiles	578,841	47,630	20,106	11,446
Keeping clothing accounts or making clothing budget	238,633	14,258	1,061	2,956
VIII. Family relationships-child development				
Learning about child development and guidance problems	205,388	23,923	4,600	10,636

Table II. Summary of Results of Home Demonstration Work in the United States and in Three Selected States in 1944 (continued)

Subject matter of club meetings (continued)	Families participating in each type of program			
	Nation Number	Alabama Number	New York Number	Iowa Number
Improving family relationships	233,168	26,077	11,843	4,956
Providing recommended clothing, furnishings, and play equipment for children	131,388	10,520	4,713	9,031
IX. Recreation and community life				
Improving home recreation	433,559	40,579	11,239	12,602
Improving community recreational facilities	28,290	1,285	379	2,011
Assisting with community organizational problems and programs of activities for youth	44,818	1,706	1,921	2,522
Assisting in establishing club or community houses	906	30	49	2
Assisting in establishing permanent camps	259	1	3	0
Assisting in establishing community rest rooms	355	18	0	0
Improving community or school grounds	5,924	424	68	39
Providing library facilities	4,920	241	120	208

1/ Statistical annual reports of Alabama, Iowa, New York of 1944 and Extension Service Circular No. 431, August, 1945, "Extension Activities and Accomplishment 1944", pages 21-24.



The home work in any county is an educational program carried on throughout both organized and unorganized groups in the county. The main organizations are:

County Home Demonstration Council

The County Home Demonstration Council directs and plans the Extension work for homemakers at the county level. The council is an organization by and for home demonstration club members. It sponsors the Extension program, selects the subject-matter for demonstrations, promotes 4-H Club work in the county as well as serves as advisory board for the work of the home agent. The home agent is an officio member of the council. She attends the meetings of the council, gives suggestions whenever necessary, and helps the council function effectively.

Home Demonstration Clubs

In these three states selected, the basic Extension organization in the community is the Home Demonstration Clubs organized on a community basis. The name of the club is different in these states; in Alabama it is called the Home Demonstration Club; in Iowa it is a special interest-group or follow-up group; in New York it is called the Home Bureau Unit. All the Extension teaching for the homemakers is carried out through the meetings of these clubs either under the instruction of the home agent or of a local volunteer leader. The number of meetings to be held each year is decided by the women themselves on the basis of needs and time. All group meetings are open to every rural woman who wishes to attend. In Alabama the club members do not pay a membership fee. In Iowa, since most of the



club women are the wives of Farm Bureau members, their membership fees are paid through the Farm Bureau Family Unit. In New York each woman who is a member of the Home Bureau Unit pays dues of one dollar per year.

#### Training Schools for Local Volunteer Leaders

There are two kinds of training schools for local volunteer leaders, one for the training of organization officers, the other for subject-matter leaders. Some of the training schools may be conducted by the home agent and some may be conducted by State subject-matter specialists or State administrators and supervisors. The county home agent is responsible for the meeting, securing the place, the materials, the attendance of club leaders, etc. When the meetings are over, she is responsible for the follow-up work.

The training schools usually are held at a place convenient for the local volunteer leaders. They may be county-wide, area meetings, or district conferences. These training schools may be held for teaching one phase of subject-matter under the instruction of one subject-matter specialist or a combined subject-matter training school where more than one subject-matter specialist participates. In the training schools the chief methods used for training leaders were method demonstrations, discussions, participation on part of trainee, and lectures.

#### Result Demonstration

Much of the Extension work in the counties is carried on through the result demonstration. The planning and supervision of the projects to be carried on in the home requires much of the agent's time for she helps the

women to keep records of their results and to make comparisons by which to evaluate the changes taking place.

### Canning Centers

In the clubs visited the home agent was expected to help interested families organize canning centers and also to supervise the work of the center. In some cases she did the actual teaching in the canning center. For example, in Alabama the home agent not only helped the rural families buy pressure cookers cooperatively, but she arranged a central place where she could teach them how to use the pressure cooker in canning, and then supervised them in the canning. Obviously, during the canning season, much of her time was spent in the canning center.

### Curb Market

Curb markets are very common in Alabama, but not found in Iowa or New York. The curb market is a form of cooperative market established by Home Demonstration club women for the purpose of getting better money returns from sales of their farm and home products. To visit the markets is the home agent's responsibility, as well as to train curb market managers; also to visit the homes of the sellers and check on the preparation of materials for the market, to hold training schools for sellers, and to make reports to the State Extension office.

The goal for the Curb Market of 1944 in Alabama was the encouragement on a year-round basis of maximum production as well as the increase of income of sellers. The most popular items sold on the market were vegetables, eggs, butter, cakes, poultry and other meats, flowers and yeast

bread. In one market the annual earnings per woman was \$584. The money earned from the Curb Market provides additional income by which rural women can improve the conditions in their homes.

### Home and Farm Visits

Home visiting is another important activity of the home agent. The number of home visits made during the year depends upon the time of the home agent and the needs of the rural women. The purposes of the home visits are individual teaching, studying family situations, and the inspection of projects, as well as the making of social contacts.

### Office Work

The home agent is expected to carry on a certain amount of office work. The home agents of Iowa and Alabama spent more time in the field than in the office, while in New York the reverse was true. (See data in Table II)

It is the home agent's responsibility to train the office girl in office management, and to make the office an educational center. The exhibits, demonstration kitchens, Extension bulletins, etc. found in connection with many home agents' offices are used to further the work.

### Community Activities

The home agent works as an active community worker. Not only does she help rural women with their individual and family problems; she also stimulates their interest in and desire for community improvement. In many communities the home demonstration clubs with the help of the county agent have sponsored school-lunch programs, have repaired or built com-



munity houses, sponsored health clinics for children, promoted community libraries and recreation programs for rural youth, have worked for the U. S. O. and Red Cross, etc.

Not only must the home agent give generously of her time to improving the lives of the rural women with whom she works; she also raises her own level of work and training through college short courses and workshops, reading, etc. As the writer, a Chinese, observed the home agents at work, she was impressed by the fact that on the whole they were a well-trained and educated group of women working with rural families because they believed that through education, rural people could be trained to help themselves. Although the agents' hours of work are long she gains satisfaction from stimulating farm people to higher levels of achievement. She is friendly in her approach to and appreciation of rural people. She works on the principle that there should be respect for each individual personality, rich or poor. She takes every opportunity of encouraging the farm woman, whether a club member or not, to develop a sense of confidence in her ability to carry on new scientific practices in her home. Most agents have the ability to make the farm woman feel that she is learning along with her, to develop local leaders who can work with club members, to give suggestions to rural women without making decisions for them, to cooperate with other agencies in program building, and to create in rural people a willingness to learn new ideas.

Table III which follows is a summary of the activities of three different home agents in three different states. It gives a general idea of the similarity and differences of their work.

In carrying out the above activities efficiently, a good agent has



Table III. A Picture of the Home Demonstration Agent of Three Different Counties in Three Selected States, Alabama, Iowa and New York 1/

General activities of home agent in 1944	Talladega County Alabama	Benton County Iowa	Chemung County New York
Her age	Later forties	Later twenties	Later thirties
Her degree	B.S. in Home Economics	B.S. in Home Economics	B.S. in Home Economics
General Activities			
Number of homemakers worked with	456	614	771
Number of unpaid local leaders assisted with Extension work	90	154	351
Number of meetings participated in	491	322	563
Number of method demonstration meetings held	395	102	411
Number of result demonstration meetings held	3	0	14
Number of leader training schools held and attended	11	79	51
Number of home and farm visits made	400	289	19
Number of office calls received	221	383	958
Number of telephone calls received	145	572	1,861
Number of news articles written	47	165	160
Number of Extension Bulletins distributed	7,276	12,442	8,650
Number of radio talks given	0	10	58
Number of result demonstrations in the county	9	0	14
Number of Achievement Days held	1	0	0
Number of meetings conducted by local leaders	14	251	181

Table III. A Picture of the Home Demonstration Agent of Three Different Counties in Three Selected States, Alabama, Iowa and New York (continued)

General activities of home agent in 1944	Talladega County Alabama	Benton County Iowa	Chemung County New York
Number of families assisted with problems of rural living			
Helped with canning and with preserving food	1,090	485	3,235
Helped with clothing construction	800	1,647	436
Helped with improvement, care of, renovation and remodeling of clothing	300	1,260	733
Helped with repairing, remodeling and refurnishing furniture	300	12	0
The distribution of Home Agent's time as to subject matter			
Extension organization and program planning	16.7%	33.9%	69.2%
Food selection, preparation and preservation	26.0%	5.0%	12.8%
Home management, house furnishing, and agricultural engineering	10.2%	2.4%	8.1%
Clothing	6.8%	36.9%	8.1%
Food production	7.6%	2.8%	0%
Community activities and miscellaneous activities	17.2%	15.1%	0%
Handicraft, home making and other agricultural economics	12.0%	.3%	0%
Health and sanitation	.3%	3.5%	1.8%
Parent education	3.2%	.1%	0%
Total	100.0%	100.0%	100.0%
The distribution of time as groups			
Adult home demonstration work	55.0%	60.4%	100.0%
Junior home demonstration work	45.0%	39.6%	0%
Total	100.0%	100.0%	100.0%

1/ This data is taken from the Annual Statistical Report of 1944 of Talladega County, Benton County, and Chemung County.

plans worked out for each day, week, month and for a year's time. In addition to this she is required to write both monthly and annual reports. These reports consist of two parts; the statistical report which gives the objective data on her work; and the narrative report which shows more intangible results of the Extension program during the year. These reports are submitted to both the State and Federal Extension Offices.

#### SUMMARY

Through study and observation one is forced to conclude that the present well-organized and well-known Cooperative Extension System of the United States did not happen over night. Its antecedent, going back 160 years, was begun in 1785. It started with a few college professors teaching farm people some "practical sciences" at meetings or institutes, developing into the present Extension organization, a system covering the entire United States, which has agents working directly with farm people and showing them how to improve their standards and levels of living.

In the counties of each state the Extension organization and its program are adapted to the actual needs of the local farm families; however, each County is coordinated with the State and each State with the National Extension program. All the agents do not use the same methods and means to teach their lessons but they use a combination of various methods to fit the level of the learners, the nature of the subject, the type of the materials, and local facilities. These methods are:

1. Method demonstration
2. Result demonstration

3. Open meetings
4. Radio talks
5. News letters and news stories
6. Home and farm visits
7. Evening community or township meetings
8. Exhibits
9. Office calls
10. Discussions
11. Study groups
12. Training meetings and workshops
13. Various visual aids (such as movies, film strips, slides, charts, etc.)
14. Extension bulletins
15. Correspondence
16. Short courses
17. Personal examples
18. Skits and short plays
19. Cooperation with other agencies
20. Farm and Home Week
21. Conferences
22. Tours and camping
23. Survey
24. Telephone calls
25. Moveable schools
26. Caravans
27. Information centers
28. Lectures



What impressed the investigator most was the emphasis on Extension organization, methods of teaching, development of local leadership, professional improvement of the Extension workers, the procedures for program planning and the plans of work, the writing of reports and the agents at work. All of these have played an important part in the progress of the Extension work in the United States.

## THE NEEDS OF CHINESE RURAL FAMILIES

The study of the Home Demonstration work in New York, Alabama, and Iowa leads to the conclusion that an Extension program would be exceedingly helpful for Chinese women in meeting their needs in the home, community, and nation. That there is great need for raising the level of living among rural families in China is well known. That an understanding of the social organization and customs, as well as the needs of the people, must be had before developing a program for the rural families is equally well known.

### Rural Community

The rural communities of China are of two types, the clustered and dispersed, organized on the basis of self-government. In the clustered type villages the families live in one central plot with their farm lands surrounding them. In some cases the villages are surrounded by a common wall, especially in North China. In Southern and Western China the dispersed type of rural community is more often found. Irrespective of type, the rural community has a head, called the elder. He is selected by the people or by the county government for political purposes. Before 1937 most of the villages had their own leaders and the families owned guns for protection. The number of guns provided depended upon the financial capacity of the family. For the convenience of protection both men and women had been taught how to operate the guns.

The "Pao-Chia Union" system which was started about 600 years ago in China resembles the neighborhood system in the United States. When the war broke out in 1937, both the Chinese and Japanese governments saw its advantages. Therefore, they put more emphasis on making intensive use of

it. In this system every ten to fifteen adjacent families form a "Chia" with one man as head. Every ten to fifteen adjacent "Chia" form a "Pao-Union" with one man as leader. The heads of "Chia" and "Pao" work for the government. Although they receive no regular salaries, they get subsidy both from the county government and local people. Their responsibilities are to control any spying or sabotage work within their own organizations. In addition they are supposed to supervise the building of or repairing of highways, collect taxes for the county government and select young people for army services.

The Mass Education Program which has been developed for China will be built upon the "Pao-Chia Union" system in the future so that it will reach more people in a short period of time.

#### Rural Families

When thinking of China, it must be kept in mind that China is an agricultural nation, ranging from temperate to the sub-tropical, and from the humid to semi-arid and arid in climate. The mountains and level lands, the poor soil and fertile lands vary in different sections of China. Therefore, the type of farming as well as the economic conditions differ greatly within the village as well as between sections.

Most observers agree that approximately 380,000,000, or eighty per cent of the entire population of China, live in rural communities. The majority of these rural people are engaged in farming with only small groups in business, industries and other services. The income of some rural families is supplemented by earnings of members who work in cities or in other nations.

In presenting an over all picture of the home situations in rural China, certain facts must be kept in mind. First, there is much variation in living conditions from one section to another. Secondly, the present World War has affected the rural communities a great deal. More city people moved to the rural areas and more rural people have moved to other parts of the country. This not only has given the rural homes an opportunity to have contacts with new groups of people, but also has brought many disturbing influences to rural homes.

Before 1937 the large family system was more typical of rural China, especially among the middle and upper classes. The low income class could not afford this type of organization. At the present time the large family system is forced to break down. Although early marriages are common in all classes of Chinese families, they are practiced more in lower income and higher income groups. In the low income families the daughters are married young to lighten the family burden. In the well to do families the sons marry early so that their wives can help in the household as well as bear grand-children earlier.

To improve living in China, something needs be done to educate the homemakers. On the average, eighty-five percent of the rural homemakers can not write. Their average schooling is about third grade. This high degree of illiteracy is not due to lack of interest. Most of the rural women are eager to learn and have great admiration for scholars. The Mass Education Movement has been and will be an important program for rural adult education.

The members of the rural family were more unified in the past than at the present. The war as well as the Mass Education, and other movements, are bringing about great differences in education, religious be-



liefs, philosophy of family system, and in ways of living among the rural families.

There is a preponderance of older folks and young children in the Chinese rural family. This is due to several factors. In the low income group it is not uncommon for boys of twelve years to leave home to work as apprentices. Often the young mothers, in order to increase the family cash income, work away from home sewing, washing, acting as wet nurse, or as servants in other families. The children of these young mothers are left with either their mothers-in-law or with their own parents. In general, the man is responsible for supporting the family irrespective of the economic levels. However, the welfare of the family depends in large measure upon the ability and the management of the homemakers.

#### Rural Housing

The quality and size of the houses of rural families vary with the income as well as the section of the country. On the whole, most of the houses in rural China are very inadequate, so far as size, light, ventilation, and conveniences are concerned. Labor-saving devices as running water, bathroom and laundry facilities, etc. are nil. The average rural house is poorly furnished, equipped only with a few pieces of furniture. Sanitary toilets, screens for controlling flies, storage space in the houses are non-existent. The condition of over-crowding has been intensified because so many rural houses have been destroyed. The building of new ones and the repairing of old ones are the major needs in rural China today.

### Food and Nutrition

On the average the farm families try to produce enough cereal crops for the family consumption but the majority of these can not produce enough vegetables, fruits, eggs, poultry or meats for family usage. Milk is entirely out of their diet. Where the farm families have vegetable gardens, fruit orchards, poultry flocks, and meat animals, they raise these for money and not for family consumption. The desire to buy land is so great in rural China, that the rural family will deny itself the necessary food to acquire land. Thus the food problem of rural families is a two-fold one. In the first place protective foods are not raised in sufficient amounts to feed the families, and secondly, the Chinese homemakers do not understand the elementary principles of good nutrition. Malnutrition and undernourishment are common among rural youth and adults as well as among children.

Since most of the farm families raise barely enough to feed themselves during the food producing seasons, the homemakers give little consideration to food preservation. Some vegetables, fruits or eggs may be preserved for special occasions during the year. In some localities a small percentage of these people will cure meat, fish, and poultry for the New Year or some other festival. Before much emphasis can be placed upon food preservation to assure a good all-year diet, the family production must be increased greatly, and the families taught to serve this food for their own consumption rather than to sell it.

### Clothing

In general, the woman is the tailor of the family. She makes by hand the dresses, the shoes, and even the socks for all the members of the family, for there are no sewing machines in their homes. The Chinese rural women need help in buying and selection of textiles, as well as care and fashioning of clothing. As there is little standardization of pattern, clothing construction is made more difficult. Type of clothing, especially children's clothing, is not adapted to the needs and activities of the individual.

It is estimated that at least one half of the rural families will not have sufficient clothing for warmth, comfort, protection and sanitation in the post-war period. Also contacts with city families have changed their tastes in pattern and colors, which will make it easier to bring about change during this rehabilitation period.

### Health and Sanitation

Poor sanitation and lack of medical care present two of the largest problems in rural China. The high death rate among infants, pre-school children and young women is due to poor sanitation and the lack of control of common contagious diseases. To these are added constant worry, overwork, and continued child bearing as causes of the illnesses and death of women.

In general, the sanitation of rural families is poor. They have little understanding of the need of sterilizing the things which are used by sick people. The adults are inclined to believe that if one child of the family has Tuberculosis, it is natural for his brother or sister to have it. Many Chinese build up a natural resistance to these diseases, resulting



from their own struggle with them and not through proper food and medical care.

Knowledge of health habits are needed. The rural people of China need to be taught how to brush their teeth, and how to provide facilities for taking baths. These problems are accentuated by the almost complete absence of medical service in the rural areas.

### Recreation Facilities

The rural family in China does not provide recreation for children, nor for adults in the home or the community. The need of the right type of play for children is unknown in rural China. They are supposed to be quiet so as not to disturb the adults. They are cared for in homes by teenage girls and grand-parents who are untrained in child guidance. That a need exists for improved recreational facilities is evidenced by the increase of delinquency both among rural youth and adults which is developing in many rural areas.



### Summary and Conclusions

To raise their levels of living is the great need of rural families in China today. Because of their poverty, poor housing, old ideas and subservience to custom, help in improving living standards is difficult to give, but most essential for betterment of conditions.

There are some bright spots in the future, however, for an awakening is being felt by these men and women. They have seen experiments on better food production and had contacts with Social Service centers and outsiders in their communities. These contacts make the old way of living give away somewhat to the new. The promotion of the Mass Education Movement for rural people is giving many the opportunity to study for the first time. Not only will they learn to read and write, but they learn to apply this knowledge for better family living.

A new philosophy of education is developing. China as a nation always has had the scholars and educators, but few educators come from or return to the rural communities to work with their own people. At the present, both the students and educators have more direct contacts with these people and are beginning to direct their efforts toward improving rural family life.

The new plan of the Ministry of Agriculture and Forestry to establish an Extension system in Agriculture and Home Economics in the near future under the Central Government of China should be of tremendous help in improving the levels of living among Chinese rural families.

A SUGGESTED PLAN OF HOME DEMONSTRATION WORK  
FOR RURAL FAMILIES IN CHINA

Summary of the Needs of the Rural Families

Generally speaking, most of the Chinese rural families are characterized by: low family income, high interest rate on credits, small farms with low productivity, insufficient and inadequate housing, poor sanitation both in the home and in the community, poor health, lack of proper medical care and hospitalization, high death rate and short life span, high rate of preventable diseases, poor nutrition, few wholesome recreational centers, increasing delinquency among both youth and adults, poor educational facilities, and little provision for inter-community communications. In addition, the rural community is faced with an increased proportion of female and aged in the villages and increased numbers of widows and dependents in rural families. In all probability these conditions will be accentuated during the post-war period.

If China is to be rehabilitated, the living conditions of the Chinese rural families are of primary concern and any program which would rebuild and improve family life and the welfare of the family will depend in large measure upon the knowledge and facilities made available to the rural homemakers. It is through the women that the standards of living of rural China will be raised.

Previous Work with Rural People

Since 1915 only has there been Extension work in Agriculture in China. Although the program has been limited, at least six colleges have partici-

pated in it, namely, Nanking University, National Southeastern University, Lingnan University, Fukin Christian University, Yenching University and National Peiping University. The chief concern of their extension program, up to date, has been one of crop improvement.

In 1929 a National committee of Agricultural Extension Service was organized but due to insufficient funds and inadequate personnel little work was done. In 1945 the reorganization of the Ministry of Agriculture and Forestry now provide for nine Agricultural bureaus, one of which is the Central Extension Service Office, the general headquarters of all the agricultural extension activities in China. The war has prevented any wide range of extension work with rural people, but at least the governmental framework for the carrying on of Extension Service has been set up.

The Mass Education Movement which began after the first World War has done much to improve the literacy of Chinese people. It was estimated at the initiation of this movement that 85 percent of the adult population of China was totally illiterate, whereas at the present time the proportion of illiteracy is figured only 50 percent and the future plan is to get every one literate by or at the end of 1950.

The social Service Stations of certain women's colleges, the Public Health work of the Public Health Department, the christianizing home movement of churches, the rural reconstruction program of church extension, and other welfare agencies, as well as the work carried by private foundations, are all aimed at raising the standard of living of rural families. Although progress has been slow and facilities limited, the programs have resulted in some increase in the average family income, improvement in family relationships, especially among in-laws, better drugs for rural



people and better care for infants. Some improvement can be seen also in sanitary conditions in the home, more wholesome recreation for both youth and adults, and better discipline for children. One noticeable effect of these programs has been the training of rural women to take a more vital part in home and community improvement. With respect to these programs, it must be borne in mind that aside from the Mass Education program, not over 5 percent of the rural women of China have been reached in their twenty years of existence. So an extension program such as the Home Demonstration work in the United States designed specifically for improving family living is sorely needed in China.

#### The Purposes of Home Demonstration Work in Rural China

The needs of rural families not only are numerous but they are inter-related. To be fully effective Home Demonstration work must be cognizant of their interrelations and should have general or long time objectives as well as immediate and specific ones.

The general objective for home demonstration work is to raise the standard as well as the level of family living in the rural areas. This must be recognized as a long time program, starting in a simple, practical manner to meet the most urgent needs of families first. Furthermore, it must start where the people are, and must try to accomplish only so much each year as the people themselves can do with guidance and help. In the first few years it may be necessary to limit a home demonstration program in China to the following four objectives.

1. Increasing both the monetary and non-monetary income of a family.



2. Promotion and maintenance of better health for rural people.
3. Cooperation with other agencies in contributing to the general welfare of rural people.
4. Discovery and development of leadership among rural people, especially women.

Suggestions for Building a Home Demonstration  
Program in Rural China

Since Chinese rural people are limited both financially and educationally and have little or no experience with any form of social organization, a program in home demonstration work to be accepted should be simple and able to demonstrate early results. With this fact in mind, the achieving of the fore mentioned major objectives might be built around the following activities with rural people. It seems probable that in a period of from five to ten years the following activities might be carried out to a greater or less degree.

1. To teach the women how to increase the production of given protective foods suitable to the section in which they live.
  - a. To grow tomatoes, potatoes, cabbage and carrots in family vegetable gardens.
  - b. To help the women to establish home poultry flocks.
  - c. To help the women encourage their husbands to grow more soybeans, wheat and corn for family consumption.
2. To teach the women definite and beneficial ways and means of using these protective foods in the family diet, by teaching women:

- a. Better ways to cook eggs and vegetables for both young and adults in the family.
  - b. Some ways to use soy flour and grits in their meals.
  - c. A few simple ways to use raw vegetables in their diet.
  - d. How to use tomatoes and potatoes in their diet.
  - e. Simple ways to use easily obtainable fruit in the young child's diet.
3. To teach women simple and acceptable ways of preserving vegetables and fruits such as
- a. The ways to dehydrate green beans, turnips, clover, peaches, apricots, and apples.
  - b. The better ways to use soybean milk, jam and cheese.
  - c. Better methods of salting down vegetables and preserving eggs.
4. To help the women learn some simple ways of improving sanitary conditions and maintaining health.
- a. To teach the women more adequate ways of infant and pre-school feeding.
  - b. To promote and sponsor school lunch programs for rural school children so that they may have one well-balanced meal daily; teach the mothers basic principles of feeding school age children.
  - c. To teach the women the need for water supply and ways of improving it.
  - d. To help the women to find ways of improving lighting and ventilation of their houses.

- e. To cooperate with the Public Health Department in setting up and operating health clinics for infants and pregnant mothers.
  - f. To cooperate with the Public Health Department in establishing and operating community bathrooms for children and women.
5. To help the women to learn some simple ways to save money by:
- a. Acquainting the families with sources of credit and teaching their uses. (For example, the Chinese families need some credit to buy seeds, baby chicks and food during certain seasons in the year. At present they borrow from local people at as high as 50% rate of interest.)
  - b. Providing means for purchasing family essentials cooperatively such as soap, clothing materials, tooth brushes, thread, needles, fruits, vegetables, flour, etc.
  - c. Emphasizing the need and methods for planning desirable size of family, its food budget, etc.
6. To help the mothers gain better understanding of the needs of childhood, and more adequate methods of control.

Some Guide Posts for Setting up an Extension Program for Rural Families

In setting up a home demonstration program for rural families one must keep in mind that the rural people are very limited in their educational facilities and are also strongly tied down by customs. The first concern of the farm operator as is true of many farmers in the United States, is to improve the productive capacity of the farm, to increase the size of hold-

ings in land and livestock; of secondary importance is the improving of the house and increasing its convenience and thereby raising the general level of family living.

Any program decided on for rural families in China must be:

1. Simple, definite, and immediately applicable to practices in homes and on farms.
2. Harmonious with a village way of living and thinking.
3. Able to increase the family income without increasing debt for capital outlay.
4. Suitable for cooperation with the programs of other agencies.
5. Conducive to the development of local leadership among rural people, especially women.
6. Thoroughly familiar with the most suitable methods applicable to the situation in rural China of teaching adults.
7. Thoroughly cognizant of the traditions in daily living within the section where the extension worker is going to work.
8. Satisfied to teach at the beginning only a few simple projects, adding new ones as time and facilities permit.

For carrying out these suggestions, the procedures and approaches should be flexible as conditions and customs vary from one section of China to another. It is believed that the above list of objectives represents the most urgent needs of rural families and that the cooperation of rural families can be secured in carrying them out. It is not to be assumed that



any one village would accomplish all of these objectives, nor that the program would progress at the same rate of speed in all areas for in one locality the need for reaching a certain objective may be more urgent than in others. No doubt, in most areas, partially as result of the war devastation, infant, child and adult feeding will be a major concern. Foods and health may well be the starting point of work. The extension workers should be able to help rural families by showing them how to solve their own problem with new, scientific and effective knowledge on their farms and in their homes. However, one must take the problem which seems more urgent, beginning where they are and using what facilities they have. Education in the low income, or custom-bound group is a slow process; too much undertaken will result in little accomplishment. One change for the better will be a stepping stone for several future achievements.

### Methods of Accomplishing Suggested Objectives

Since Home Demonstration work is an educational program, the extension worker should be able to use effective methods for teaching rural people. Suggested methods follow.

#### Home Visits

Most Chinese villages are of the clustered type with the buildings located on either side of a main street, in a continuous row or separated occasionally into groups like the business centers of the small towns in the United States, which makes it very easy for the home agent to walk from one home to another. Since there are no cars provided for Chinese extension agents for traveling between villages, a bicycle is a practical means for transportation.

Because there are no telephones in the rural homes and the majority of rural women cannot read and write, the home agents can use home visits in two ways: (1) for notifying the women of proposed meetings, and (2) for direct teaching. The casual visit will provide also an opportunity for the extension worker to study the needs and problems of the families.

There is little likelihood that young women can attend meetings unless invitations are given through such home visits. In large families the mother-in-law usually controls the coming and going of the young women. Therefore, it is important that the home agent make her contacts through the mother-in-law. At times, the home visits may result in a group meeting. For example, the home agent will make her family contacts through the natural leaders in the community. The home agent will ask the first homemaker to introduce her to her neighbor, etc. Usually the homemaker will not only take her to her neighbor but will also follow on to the next home. This process continues until the agent reaches the last home where she may have gathered together a sizeable group of women and children giving her an opportunity to conduct a short meeting on the spot.

Home visits provide other avenues for teaching. For example, one woman may ask to be taught how to make a dress for her two year old girl. The agent will agree to teach her if she will bring in a few friends who may be taught at the same time. The home agent thus has the opportunity to ask these women to teach others what they have learned.

#### Result Demonstration

The rural people in China are conservative and suspicious. They believe that experience is a better teacher than classroom work and conse-

quently are hesitant about accepting help from professional workers. The agents may overcome this reluctance in large measure through result demonstration.

A good home agent will use successful farmers and homemakers for demonstration purposes wherever possible since their successes can easily be demonstrated. For example, infant feeding is a good project for result demonstration. Interest in better health for babies is easily aroused. In planning a result demonstration the home agent should first talk to a group of mothers suitable for demonstrators and enlist their interest in using better methods in child feeding on their own young children from the time the babies are six months old until they are a year old. The mothers should be taught how to keep a simple record of the expenses for the food and the time used to prepare the food. Weight and height and general health of the infants should be checked regularly each month. At the end of a six months' period, the extension worker with the cooperation of the health department will hold a well-baby clinic for all the infants in the village. The babies of the result demonstration families would be compared with the others and the causes of the difference explained. Through this method of teaching the Chinese fathers and mothers will become interested in better care for their babies.

In selecting demonstrators, several factors must be kept in mind. The demonstrator should have the ability to follow through the directions and understand the purpose of the demonstration. She should be interested, come from the average income group, be a person who is respected in the village and willing not only to cooperate but to permit others to observe her experiment. Furthermore, the project should provide some means for



participation of other family members. This procedure could be expanded from a few simple result demonstrations to Farm-Home-unit result demonstrations which would show ways and means of improving the entire farm and home unit through the cooperation of family members.

### Method Demonstration

What is a method demonstration? "A method demonstration is a demonstration given by an extension worker or other trained leader to a group for the purpose of showing them how to carry out a practice." 1/

The purpose of the method demonstration is to teach specific skills or practices. This method is applicable for most types of subject matter and it is especially suitable for the rural areas of China. In giving a method demonstration, the agent must use the equipment available to Chinese homemakers and procedures which homemakers can carry over in their homes without too much effort.

The agent will have better success if she is able to get rural women to work with her in giving the demonstration. A demonstration group is better when small so that everyone can see the processes very clearly and have an opportunity to participate. The method is also good for training local leaders. That is, the group should be small and made up of potential leaders who can be taught to demonstrate to others. After each homemaker has gained the necessary understanding and techniques, she should be encouraged to give a demonstration to a small group of her own choosing.

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1/ Smith and Wilson. Agricultural Extension System. Page 273.



### Open Meetings

Open meetings when all people of the village are invited are common to villages. These meetings are held usually on festival days when the villagers invite their relatives and friends to attend local fairs. The agent may use this opportunity to conduct certain meetings out in the open. At such time the agent can talk not only with the local people, she also can get acquainted with people from other villages, thus broadening her opportunity for visits in homes of new villages.

Village meetings are usually held during the winter season for at this time the farmers are not very busy and they like to come together for talk about mutual matters. Discussions about agriculture and home needs will interest these rural folks. In the beginning the extension worker will find that these open meetings or evening classes are attended by men and children. However, when a good extension worker presents the subject of nutrition, child care, health, and other home economic subjects, the men impressed, will see that their wives attend the following meetings. The children will take home some of the things they have learned. It is not uncommon to have a Chinese mother say to a child, "I shall go with you tomorrow and see what is going on in that meeting" and the mother will appear at the next meeting. Generally, an extension worker will work through meetings held in the villages.

The elder of the village is the logical person to call an open meeting for all the people in a village. In order to get women, the meeting must be called on successive evenings. As mentioned before, the first meeting will be attended by men and children, but to the second many women will come.

Open meetings may have as many as one hundred people in attendance and become unwieldy unless the agent has devices for holding the attention of the audience while giving practical teaching. Such devices as simple songs, illustrative materials, skits, chalk talks, simple demonstrations, film strips, slides, and movies may be both entertaining and instructive.

### Demonstration Centers

In the first five years of extension work, it may be better for the home demonstration agent to concentrate at least part of her time in so-called "demonstration centers."

The demonstration center must be selected with care to insure the best results for the efforts and money expended. The activities of these centers will vary and their offerings will need to be revised from year to year. However, the purpose of these centers will be:

- a. To provide facilities for teaching better home-making practices.
- b. To provide facilities at a central point for aiding rural men, women, boys and girls in learning and doing their work more effectively.
- c. To stimulate the interest in improving housing by cooperative plans.
- d. To furnish a laboratory for both local volunteer and professional leaders while in training.

The center should be large enough for group teaching and for group learning so that the learners will have enough space to work. The centers should be equipped with modern facilities, some of which may be carried into the homes, others used in the centers.

All the centers should have supervision for they always serve two purposes:

- a. To teach the people better methods of doing the jobs to be done and increasing their knowledge of their needs and how to meet them.
- b. To furnish equipment for doing easily and well all jobs to be done.

Because of the clustered type of village life, insufficient means of travel, low family incomes, high cost of living, the dearth of time and labor saving devices in the homes, the complete lack of places for group work and teaching in villages, the demonstration center should prove of inestimable value not only for furthering extension teaching but for improving the general level of the people living in the communities.

#### Food Production Center

This center at the beginning should confine its efforts to vegetable and small fruit growing and raising of small animals for protein. The county extension agents should have a demonstration vegetable garden and family size fruit farm at the center suitable to the area. The garden plan will include protective foods easily grown and acceptable to the Chinese people. The same will be true of the fruit plan.

It is better to use this as a result-demonstration because when the rural people see the healthy looking carrots, beautiful, colorful tomatoes, more than usual eggs from hens, more than usual cabbages from the land, etc., they will be interested in knowing the why and how of these differences and then better methods of soil preparation, better and improved seeds, better methods of raising vegetables, etc., can be taught to these



farm people. This project may be carried on either by asking boys and girls to come to work in the demonstration center garden or by getting a few adults to work with the agents. Because most Chinese farmers have not more than ten acres of land, they are afraid to try experiments on that land and this demonstration garden will help the agents overcome this fear. If the boys and girls are working on this garden, the products grown may be used for school lunch, etc.

A small hatchery to supply healthy baby chicks for the rural families will be of great importance to China. Furthermore, a hatchery may be used as a laboratory for teaching proper care of baby chicks. This demonstration center will need a small sized incubator with capacity for hatching from 1500 to 2000 eggs at one time with brooder house and laying house so that the raising of baby chicks, care of laying hens and culling of pullets, etc. may be scientifically taught.

In addition to poultry raising, rabbit culture would provide a cheap source of meat for rural people. In the center rabbits could be raised to start a pen for the interested farmers as well as for teaching them better care and production.

#### Food Preservation Center

The production of protective foods for daily consumption by itself is not enough to improve nutrition; provision must be made for food preservation. A good preservation center should have equipment including dehydrators, pressure cookers, water baths, equipment for making soybean milk and other soybean products, and peanut butter. In the food preservation center women would be taught not only how to dehydrate, can, make soy milk, and peanut butter, but they may also use the equipment in the centers for pre-



serving foods for their households. The amount and type of vegetables to grow, as well as better methods of preparation also should be taught. The centers should belong to the community.

#### Convenient Housekeeping Centers

Better kitchen and laundry planning should be taught in these centers, for the average home in China is almost devoid of any labor-saving device. Generally, laundry is done by hand with a limited supply of water and without even the help of an ordinary washboard.

In food preparation, the rural homemaker has to prepare meals without provision for proper working areas. Most homes do not have sufficient places for storing food and keeping kitchen utensils. Refrigerators and ice boxes are unknown in rural homes, nor is an oven built into the kitchen. Briefly, Chinese rural homemakers have to do everything for food preparation with no help of machine tools. There is no such word as "convenience" in the Chinese rural kitchen vocabulary. So convenient kitchens and laundries will be laboratories for teaching rural women ways and means of improving the work centers of their own homes.

The laundry center should be equipped with a washing machine, wash tubs, washboards, mangel, irons and other necessary equipment. Since the individual families cannot afford this equipment, cooperative community laundries seem the solution for rural China. The same is true of ovens, and a community oven in the demonstration center could serve a whole community. It might be possible that the community kitchen would be used for the preparation of the school lunch.

### Sewing Center

Since all clothing for the family is made at home and made by hand, with poor light and no equipment, a sewing center equipped with modern machines, cutting and processing equipment would be of much value to the Chinese family. The individual family cannot afford to buy this equipment, but a few community-owned sewing machines could serve most of the families. This center would furnish an opportunity to teach better methods for making children's clothing and supervise sewing projects.

### Child Care Center

In this center some pre-school children would be cared for while their mothers attend meetings or use the equipment in various centers. Not only will the center care for the children, but it will serve as a laboratory for teaching child care and guidance to rural mothers. Suitable home-made toys and play equipment would be demonstrated.

In the winter time this child center would render a very important service in certain sections of China where, because of the financial situation during the post-war period, the rural family cannot afford to have the home heated.

### Recreation Center

A recreation center equipped with simple games and play equipment would serve all people in the community. This center should offer drawing classes, music lessons on Chinese musical instruments, promote dramatics and group singing which will add much to family and community enjoyment.

A simple library provided in the center would add much to Chinese life, for simple reading materials for rural people are not available. The extension worker should carry materials from the demonstration library to the outlying villages.

Since individual families cannot afford them, a radio in the recreation center would do much to broaden the horizon of Chinese rural family life. Indeed a recreation center could do much to provide good wholesome entertainment and enjoyment for all ages and counteract the influence of the old fashioned "tea house."

#### Sanitary Service Center

In most of the rural areas there are public baths operated for men but none for women and children. Since most of the rural houses have neither central heating systems, running water, bathrooms nor suitable bath facilities, public bath rooms for both women and children are sorely needed. If the public health department would cooperate with the extension service, the establishing and operating of public bath rooms for all family members would provide laboratories for teaching sanitation and better health problems as well as raise the standard of cleanliness.

These same centers could be used by agencies other than extension for teaching and service. To be sure these centers would have to be financed and in the beginning the Central government would have to bear the initial expenses. However, gradually the rural families would be able to make some contribution for the maintenance of them, by paying a small fee for the use of equipment in the centers. The centers should be adequately supervised so that not only the equipment is used efficiently, but the maxi-



num of teaching is done. These centers would go a long way in meeting the equipment needs of low income families. Not only would they furnish a laboratory for useful teaching, but they would be a factor in building community consciousness and cooperation.

Organization of the Extension Service in China

The political divisions of China are similar to those of the United States. The following diagram will indicate this idea:

<u>China</u>	<u>United States</u>
Central Government	Federal Government
Provinces	States
Hsien	County
Hsiang	Rural area
Village	Township - rural community
Pao-Chia Union	Neighborhood system
Gai	Family

For both political and practical reasons in setting up extension work in China the present existing political divisions in the nation should be used. At present China has a Central Extension Service with general headquarters at the National Capital. Very little extension work has been organized on the provincial and county basis and this is the job now facing the extension service in China.

How should the organization be built up? From a practical standpoint, it appears that at the beginning the trained personnel should be used for county extension agents who will be appointed and employed by the Central Extension Service Office to live and work with rural people. These county extension workers will then train and supervise volunteer local leaders and help train additional professional workers assigned to them as apprentices. These agents will at the beginning get their supervision and active training from the Central Extension staff. The county extension agents



will need to come together at a central point from time to time for additional training and help both in subject matter and procedures.

Supervisors will be appointed as the need arises. At the beginning one supervisor no doubt could supervise all the county agents in the field. A few subject matter specialists will also be able to give help to all the counties in the nation. At the beginning perhaps both the supervision and subject-matter instruction might be done by the Central Extension staff. Later there might be need of a director or supervisor for each region, then one for each province. It is conceivable that within twenty-five years the extension work in China will have grown to the point where there may be enough county extension workers to require the assistance of two or more supervisors within each province. The extension work in China to be effective should start from the "grass roots", where work is done directly with people. As the need for each arises, an overhead supervision and administration organization should be developed.

#### Selecting and Training of Personnel for Extension Work in Rural China

The extension work in China cannot move as rapidly as desired due to the scarcity of trained personnel for this work and it would be ill-advised for the welfare of the extension work in China to place poorly trained agents in the field. As has been said before, the Chinese rural people are suspicious; they have lived for generations tied to custom and they will not accept changes readily and easily. In view of this fact a training program for extension workers must be carefully planned and executed.

The first problem of the personnel director will be the recruiting of suitable workers. This recruiting should proceed slowly and carefully, for

it is vitally important that the right type of person be selected for extension work. A good job done in one province or in one county will in the long run do more to further extension work than a mediocre job in three provinces or ten counties. Also the Chinese government has limited funds and these funds should be used with care.

The nucleus for the extension personnel will be built around rather highly trained men and women who have been in the United States studying extension programs and methods. It will fall to this small group to plan the extension work, start the work in counties, and train and supervise additional workers in China.

From where are the extension agents to come? They can be recruited from the following sources:

- a. Men and women who are graduates from standard colleges and have the basic training in home economics and agriculture necessary for extension work. With some additional training in extension methods and procedures in a college or in the field, they can be qualified for extension work.
- b. Men and women who have been graduated from colleges and now are teachers or social workers. This group can be employed as extension workers if a few short courses on home economics, agriculture, and extension education are given them. These courses will supplement what they have had in their basic college training and their practical experience.
- c. Men and women who are now in the colleges could be encouraged to take special training in agriculture and home economics to be recruited as prospective extension workers.

- d. High school graduates with some knowledge of agriculture and home economics may be employed for extension workers after receiving some additional training in extension education, home economics or agriculture. These would be persons of experience, who understand rural people.

In addition to the professional workers, local people who are willing and have the ability to become local volunteer workers should be trained for extension work.

In selecting personnel for training for extension work, the following factors should be kept in mind:

- a. The minimum education of persons to be trained for extension work should be graduation from a standard high school.
- b. The worker should have a genuine interest in rural people, a knowledge of or practical experience with rural life, and a desire and willingness to work with rural people.
- c. The worker should be both physically and emotionally mature, so that the strain of hard work and a pioneering enterprise can be withstood and possibly enjoyed.
- d. The worker must have the ability to get along with and work with others of different social background and viewpoints as well as customs.
- e. The worker must be progressive, willing and able to learn new things for the good of others.
- f. The worker must be patient, persistent, friendly, sincere, and frank to those with whom he is working.



g. The worker must be alert and responsive to the needs of rural people.

h. The worker must be over twenty years of age.

After the personnel is selected, it must be trained for the job. The training for professional extension workers may consist of two main types: in-service training while on the job, or induction training consisting of special course work at training centers before going on the job.

While new agents are being trained, training centers should be organized in various sections of China where extension education and methods as well as techniques on subject matter will be given. The training center might be held at established colleges where college personnel might be available or the director of the extension service might operate a training center in the extension headquarters or in selected districts. No doubt both plans would be necessary.

The length of the training period would depend upon the background of the trainees and the standards adopted by the extension service. Training centers would be held periodically as new workers are needed and recruited. Basic work in home economics, agriculture, organization and methods in extension specifically needed by the extension worker would be offered in these centers.

The in-service training would be supervised as would participation in the field. All new agents would have this training whether they are college graduates in home economics or agriculture or have only the training center background. Each new agent would be placed with an experienced county extension agent as an apprentice.

It is conceivable that one trainer might have several apprentices at a time at the beginning of the extension work. The length of the appren-



ticeship will depend upon the needs of the new workers. After the apprenticeship training the worker would be ready to do work alone under the supervision of the provincial or large-area supervisor.

Volunteer workers would be of great importance to the furthering of the extension work, if selected carefully and well trained. The volunteer should have the respect of the people in the village, be a person who can be trained with a reasonable amount of effort and who is willing and has desires of serving. After being trained the county agent should place the volunteer at work which she can do without too much effort, and in a location where she would have adequate supervision and guidance. The county agent should try to train as many volunteers as possible for the extension work to be spread over a large area. The volunteers should have confidence in the extension worker and a feeling of belonging to the group for they are of great importance in helping the public to develop favorable sentiment toward the Extension Service. The local leader should be respected by all for she works with them to develop common interests, to value group achievement and to stimulate group relationships among themselves.

The volunteers would not be paid by any organization but the agents should regard them as their colleagues. The job of the home agent should be two-fold. Giving careful directions and training to leaders means helping them to learn how to work before and with their groups effectively so that the group would accept instructions and guidance willingly and also be appreciative of the service given. Then the home agent should help the group realize that the success or the failure of the leader depends upon the group members. Both the leader and the group should work together for the progress of their extension program because it is made by, for, and of

them. The home agent should tactfully encourage the group to know how to express appreciation and understanding for their leaders and also help the leaders to be a part of the group. The agent should show friendliness toward the leaders, ask the leaders' advice in planning group activities, recognize them in the public by giving an emblem, certificate, etc. In this way the volunteer leaders would feel that both the agent and the group prize their friendship and that they would be "backed up" in their work. In developing leadership, the home agent should use various ways and means to help build up reciprocal favorable relationship between a group and that person whose influence they are willing to follow.

#### Evaluating the Results of Home Demonstration Work

Evaluation is the yardstick for measuring and for weighing the results of work. It is essential to check and evaluate one's work from time to time, so that:

1. Better methods of working with rural people may be developed.
2. The actual progress of the work may be seen and determined.
3. Adequate encouragement and satisfaction to agent and leaders and club members may be given.
4. The public may be informed of the value of Home Demonstration work.
5. The agents will be aware of and profit by each other's experiences.
6. It may be used as reference for research work in extension.

The most effective methods of measuring the results of Extension work

have not been determined but there are some suggestions for such measurement. The following, if carried out, would no doubt give a fairly good estimate of the success of the Extension work.

1. The degree of satisfaction experienced by the rural people, the local leaders, and the extension agents may be shown through the interest in carrying on the program by attending meetings, participating in discussions, assuming responsibility as volunteer leaders, increasing financial support to the program.
2. The progress of the program should be checked against the goals and objectives of extension work at least once a year to ascertain the speed and direction that the programs and plans for work are developing.
3. The goals and objectives of the extension program should be specific and few in number each year; the plans should be worked out carefully so that they may be used as standards for checking the results of extension work during the year.
4. The change in attitudes, appearance, practices, and ideas of rural people would indicate the success of the program.
5. The increased awareness of their own problems, of the community needs, the favorable sentiment of the public, and the cooperation among different agencies should tell the agents about the success of the Extension work.



6. Such tangible methods as personal check-ups, record books, plans of work, home visits, observing leaders at work, talking over matters with leaders, key people, club members, and State Extension Staff, report forms, quick studies of results to determine response to certain programs, "Pilot test" to try out a new job in a small area before it is launched on a county-wide basis, would be valuable in helping agents measure their work.

In measuring the results of the Extension work, the extension workers should bear in mind that time is required for successful accomplishment. Therefore, they should check their work as long as they work and use all possible means to get data for reports. From the careful evaluation of their work they can and should determine whether the Extension work is getting results and determine which parts need Extension Service.



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