

***Community Development Training
at the
University of Kentucky***

**The 1957 Program of Study and Observation
For Pakistan Village AID Workers**

Planned and Carried Out by

**Bureau of Community Service, College of Arts and Sciences
and
Extension Service, College of Agriculture and Home Economics**

KENTUCKY COMMUNITY SERIES NUMBER 19

***Prepared by*
Bureau of Community Service**

FEBRUARY, 1958

OFF-SITE

PK
301.3409549 Sciences and Extension Service, College
K37 of Agriculture and Home Economics.
Kentucky Community Series no. 19.

1. Agricultural extension work - Pakistan.
2. Community development - Pakistan.
3. Participant training. I. Title.

Card 2

OFF-SITE TIS

PK
301.3409549 Kentucky Univ., Lexington. Bureau of
K37 Community Service.
Community development training; the
1957 program of study and observation
for Pakistan village A.I.D. workers.
Feb. 1958.
158 p.
Under the auspices of the International
Cooperation Administration.
Planned and carried out by Bureau of
Community Service, College of Arts and

30666

Report of the
COMMUNITY DEVELOPMENT STUDY PROGRAM

February 4 - June 11, 1957

University of Kentucky

Arranged for 13 members of a Study Group from Pakistan,
under the auspices of the International Cooperation Ad-
ministration (Community Development Division and Techni-
cal Assistance Training Staff, Office of Public Services)

KENTUCKY COMMUNITY SERIES NUMBER 19

Bureau of Community Service

University of Kentucky

September, 1957

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PART I

Foreword: THE OBJECTIVES OF THE COMMUNITY
DEVELOPMENT STUDY GROUP PROGRAM.*

An objective of the Pakistan Village Agricultural and Industrial Development (V-AID) Program is to train multipurpose village-level workers to assist villagers in planning and implementing self-help programs designed to raise their standards of living.¹ The chief purpose in sending directors, principals, instructors and development officers for training abroad is to acquaint them with advanced methods of administration, vocational training, extension methods and community organization used in other countries and which can be applied to the V-AID program in Pakistan.

Since community development in the United States differs considerably in application but not in principle from the Pakistan V-AID program, previous participants from Pakistan suggested that the team visit less-developed countries as well as the United States. All team members with the exception of Mr. Faiz who studied small rural cooperatives in Denmark, visited the American Farm School at Salonika, Greece, where advanced community development training methods have been adapted to the Greek culture, enroute to the United States.

Based upon evaluation of the program followed by a similar Pakistan team a year earlier, the Mission recommended that the team's U.S. training be set within an academic framework. Instruction was planned in the theory and practice of community development as a rational process of social action. Interspersed with this instruction there was field work including observation of community organization, and vocational agricultural and home economics instructional programs closely related to community development. County agricultural and home economics extension programs in areas where work is planned and carried out in the community development context, were included in the program. There was observation and study of a number of communities which had used the community development process; observation of extension specialist methods and techniques; and training in rural cooperatives. There was specialized training in school administration for Mr. Khan, Principal of a V-AID Training Institute.

*Based on Program and Itinerary, Pakistan Team Visit to the United States to Observe and Study Community Development.
Village Agricultural and Industrial Development Project (V-AID).
PIQ/P 91-81-001-1-60218.

¹. According to ICA's definition of "community development," it is the term used to describe the technique many governments have adopted to reach their village people and to make more effective use of local initiative and energy for increased production and better living standards. It is a process of social action in which the people of a community organize themselves for planning and action; define their common and individual needs and problems; execute these plans with a maximum of reliance upon community resources; and supplement these resources when necessary with services and material from governmental and non-governmental agencies outside the community. Governments have learned that when local people have a chance to decide how they can

Members of the Study Group from Pakistan

Ahmad, Rashid	Development Officer, Quetta-Pishin V-AID Project Area
Ali, Dr. Muhammad A.	Instructor in Health and Sanitation, V-AID Training Institute, Daulatpur
Awal, Dr. Mohamed Abdul	Instructor in Animal Husbandry, V-AID Training Institute, Tejgaon
Ayyub, Captain Muhammad	Development Officer, Lahore
Bukhari, Sachal Shah	Instructor in Education, V-AID Training Institute, Tando Jam
Faiz, Abdul Khair	Under Secretary, Ministry of Economic Affairs, Karachi (Leader of the Study Group)
Hanif, Muhammad	Assistant Director, V-AID program, East Pakistan; Dacca
Khan, Shahbaz	Principal, V-AID Training Institute, Rahimyarkhan
Khanam, Mrs. Jobeda	Instructor in Home Economics, V-AID Training Institute, Daulatpur
Majumdar, Dr. Nizamur	Instructor in Health and Sanita- tion, V-AID Training Institute, Gaibandha
Sapra, Hassan Muhammad	Instructor in Agronomy, V-AID Training Institute, Lyallpur
Shams, Miss Zubeda	Instructor in Home Economics, V-AID Training Institute, Peshawar
Sherwani, Idris Ahmad Khan	Instructor in Horticulture and Plant Protection, V-AID Training Institute, Quetta-Pishin District

¹(cont.) better their own local conditions, better sanitation, greater literacy, and other desirable improvements are more easily introduced and have a more lasting effect.

Members of the University Committee in Charge

- Beers, Howard W., Head, Departments of Sociology and Rural Sociology;
Director, Bureau of Community Service (Chairman of the Committee).
- Binkley, Wendell, Assistant Professor of Agricultural Economics.
- Bohanan, S. C., Chairman, Agricultural Extension Programs, I.C.A.
Contact Officer for College of Agriculture and Home Economics.
- Brown, James S., Associate Professor of Rural Sociology-
- Coughenour, C. Milton, Associate Rural Sociologist.
- Gracey, Harry, Graduate Assistant, Sociology Department.
- Hansen, Viola, Chairman, Home Economics Extension Programs.
- Harris, Fred, Professor of Elementary Education.
- Marlatt, Abby, Director, School of Home Economics.
- Spivey, Herman, Dean of the Graduate School.
- Sutton, Willis Jr., Associate Professor of Sociology; Executive Director,
Bureau of Community Service.
- Van Meter, Mrs. J. Farra, Graduate student in the Department of Sociology.
- Wall, Stanley, Associate Dean, College of Agriculture and Home Economics.
- Whitehouse, J. W., State Leader of 4-H Club Work (Emeritus). Group
leader for I.C.A. trainees in College of Agriculture and Home
Economics.

Calendar

- Arrival
Feb. 3
- Members of the study group from Pakistan arrived at the Lexington airport at 1:44 p.m., were met by some 40 members of the committee and their families and friends, driven to a hotel for temporary lodging, welcomed in a brief meeting at the hotel, and entertained in the evening in an "at home" to foreign students of the University by Dr. and Mrs. J. Farra Van Meter.
- First Week
Feb. 4 - 8
- Visitors independently found lodging in rooming houses near campus; informal discussion of program; tour of campus; official welcome (Fine Arts Building) by Mayor Shelby Kinhead and University officials; tea at home of President and Mrs. Dickey of the University; group discussions of backgrounds of study group members from Pakistan, and committee members at University: (Each weekend, Saturday and Sunday, unscheduled free time) Orientation to farm family visits following week.
- Second Week
Feb. 11 - 15
- Each study group member was taken to a rural community in the state to be a guest in farm homes and for general observation of American life. (See schedule of assignments to farm homes.)¹
- Third Week
Feb. 18-22
- One day of discussion clearing up questions brought from preceding week in the field as guests in farm homes.
- Seminars, with lectures and discussion on Society and Culture; Values and Value Systems; Stratification, Leadership, Power; Social Organization
- Fourth Week
Feb. 25-Mar. 1
- Lectures and Discussion on Research on Diffusions of Ideas; Community Development - Aims, Methods, Techniques, Philosophy; Examples and Types of Community Development in USA; Group Dynamics; Orientation to field visits with vocational teachers.
- Fifth Week
Mar. 4-8
and
Sixth Week
Mar. 11-15
- Each Study Group member was taken to rural communities in Kentucky to observe work of vocational teachers. (See Schedule of field visits.)²
- Seventh Week
Mar. 18 - 22
and
Eighth Week
Mar. 25-29
- One day of discussion of questions brought from preceding two weeks in the field. Lectures.
- Lectures and Discussions on Community Development; (with Dr. Carl C. Taylor as Consultant); Fundamental Education, Extension work; Rural Development; Rural Recreation; Local Government; Vocation Education. Visits: County Health Department; School of Home Economics; various historical sites.

¹ See schedule of assignments to farm homes, Appendix

² See schedule of field visits, Appendix

- Ninth Week
April 1-5
and
Tenth Week
April 8-12
- Study Group members were taken to different countries to observe county extension programs. (See schedule of field visits.)
- Eleventh Week
April 15-19
- Discussion of questions brought from the field. Lectures on "Evaluation", by Dr. Irwin T. Sanders, consultant. Trip to Berea College; Trip to State Capitol, Frankfort.
- Twelfth Week
April 22-26
- Study Group members assigned to specialists for observation of the role of specialist in their respective fields. Capt. Ayyub, Mr. Faiz, Mr. Hanif, and Mr. Ahmad assigned to Messrs. Bohanan and Mayhew (Extension Supervision)
- and
Dr. Ali and Dr. Majumdar; to Dr. Dillard (Public Health) Mr. Bukhari, Mr. Khan: to Prof. Fred Harris (Education)
- Thirteenth Week
April 29-May 3
- Mrs. Khanam, Miss Shams: to Miss Hansen (Home Economics Extension) Mr. Sapra to Dr. Webster (Agronomy) Mr. Sherwani to Prof. Olney (Horticulture) (Dr. Awal hospitalized during this period)
- Fourteenth Week
May 4-11
- Study Group travelled to Carrollton, Georgia for one-week's observation of community development program of West Georgia State College, as directed by Dr. Carson Prichard.
- Fifteenth Week
May 13-17
- Completion of individual work with specialists as assigned prior to Georgia trip.
- Sixteenth Week
May 20-24
- Joint meeting with Indonesian Study Group in Community Development; Field Trip to Elliott County for observation of Rural Development program.
- Seventeenth Week
May 25-31
- Seminar discussions and field trips for study of agricultural cooperation, under leadership of Prof. Wendell Binkley.
- Eighteenth Week
June 3-7
- Lectures on Farm and Home Development; Cultural Anthropology
- Each member of the study group presented a report of (a) Selected observations in U.S.A., (b) suggested applications in Pakistan, (c) suggestions for improvement of the training course. (See reports)
- Saturday, June 8
Nineteenth Week
June 10-11
- Farewell picnic, Study Group Members guests of University Committee. Farewell party at home of Dr. and Mrs. J. F. Van Meter; Presentation of Certificates of Completion by Vice-President Chamberlain of the University; Farewells at the airport.

SOCIAL SCIENCE MATERIALS and OTHER MATERIAL PRESENTED

How People Learn in Village Situations

By Dr. Fred Harris

A Practical Situation

Human development is such a new field that there are few answers as to how to go about it, and there are differences of opinion as to approaches.

Many village workers are trained away from the villages. When they are educated they do not want to return to the inconveniences. Therefore, there is a need to develop people where they are. Human development must depend on mass training.

In the case of Galatma, an Egyptian village, the Fundamental Education project was a teaching program, and the workers talked with people until they found a problem which they felt they could solve without outside help. The people decided the village needed lights. Committees were formed to discuss the various parts of the planning. At first there was much lack of confidence. The people decided to tax each family. Two persons were appointed to care for and to light the lamps each evening. The lamps were not to be lighted on moonlit nights. This was a tremendous effort for the people, because it was their first experience in cooperation. They followed correct book-keeping patterns, the books always being open to anyone to see. And the villagers financed the entire cost of the project.

The next decision was that the villagers needed a well, but when the villagers decided that raising more money would be a hardship, a request was made for Point Four money. The villagers were encouraged to put in as much as possible, and then seek help from the outside. The important fact was that they learned how to solve problems. The material and observable results were less important. People must learn to solve their own problems. It weakens them to do this for them.

The Point Four Staff working in the village of Galatma had all had at least two years training at the Arab States Fundamental Educational Center (ASFEC). This institution is financed by UNESCO with some contribution by the Egyptian Government. It has an international staff, and trains students from all over the Arab world. In addition to other subjects two were particularly useful, Sociology of the Village, and History of the Arab Countries. Field workers were trained to work in teams.

The teams consisted of an agriculturist, a health specialist, an educator and whomever else seemed to be needed and available. Each specialist was interested primarily in his own field. However, the fact that each person was a specialist and not interested in the overall problems caused some difficulties. It would have been better if the team members had been all-purpose workers who had access to specialists. In a good community development program the specialists should be kept in reserve and not be with the villagers very much. They should do most of their work through the village workers.

The village workers should be close to the communities in which they work. They should not be paid much more than the other village people but should work for the love of the job, not for status. They should not be educated much beyond the level of the villagers. When they become so matured by experience and knowledge that they are no longer like other villagers they should be moved up, and should become specialists or should serve in some other capacity in which they should have additional training paid for by the government.

In helping the people to work on their felt needs, first, the needs must be identified; then, people must be free to make their own plans; they must accept responsibility for carrying out their plans; they must actually contribute service; they must feel some benefit from the activity; and they must help evaluate the project. These steps constitute the process of problem solving.

Basic recommended academic training for a village worker. The most important thing is that the worker have leadership quality. He must be respected and have rapport with village people, he must know how people solve problems; his greatest ability must be in working with people and in understanding how to use the learning process and the process of problem solving. He must have at least a minimum of literacy to be able to read simple bulletins and instructions. For more advanced villages workers will need more advanced education. For less advanced villages they will need less. They must not be educated too far above the level of the people with whom they are to work.

How an Institute can train effective village workers. Start with a person having competency in (1) leadership, (2) problem solving, (3) minimum literacy, (4) knowledge of resources and how to use them, (5) understanding and love of village life and institutions.

He should be taken from the villages and should not be much higher in education than the villagers. He must not be chosen on the basis of higher educational accomplishment, but on competence, and then educated slightly above the village level. He must have a belief in the native potentials and integrity of people, must understand the processes of learning, must want to tell others, but not do for others. The spoken word is the common denominator all over the world, not the written word. Therefore reading is less important than speaking the village language.

What do you mean by minimum literacy? The level of the worker should be only slightly above the level of the villagers. A person can adjust downward for only a short time. An educated person cannot maintain for a long period the emotional level of a less educated person. Each person seeks his own level. Therefore educated persons tend to leave the villages and go to the cities. A person cannot easily accept other persons much above or below themselves in status.

The village worker is drawn from the existing leadership; he is taught how to get help from specialists where needed. The good village worker comes from the people to whom he has emotional attachment. Institutes must have such individual training that they can train workers to serve all kinds of communities.

Suggestions for the training program for village level workers.

1. From the beginning it should be field type experience rather than academic. It should be done in meetings, and in villages.
2. It should use the "case study" technique. This involves studying actual records and discussing what was done and why and evaluating the results. There should be written reports of case studies.
3. Audio-visual materials actually made in the villages should be used for study and discussion.
4. Classes should be conducted like seminars, not lectures. Consultants can be used in seminars. Experiences, observations, visual aids, existing projects, etc. can be discussed.

There needs to be a cursory training in health, education, agriculture, animal husbandry, cottage industries and perhaps a few other specific fields of study. Achievement tests should be given a student upon his entrance in the Institute to determine his strengths and weaknesses. If he already meets standards in some areas he could be excused from studying in these and could give more time on areas in which he is short. He should be taught the psychology of why some things work and others do not.

Knowledge of facts as such do not change people's behavior. Knowledge of the fact that one kind of plow is better than another does not make them use the better plow.

The terminal goal of the village workers is to raise the level of development of people a little; not too much at a time. When change is artificially imposed there is grumbling, and non-use and resistance and revolt. Change, if it is to last must take place slowly. Forced, or too rapid change brings with it disorganization. Too rapid change leaves people without stabilizing balances.

In terms of learning this means:

1. Subject matter and learning through experience are the same thing.
2. The individual must be involved in the learning process himself. He must be filling a felt need. He must help with the planning, accept individual responsibility for what is to happen, must work with the privilege of making some mistakes. He must benefit personally and must evaluate freely. Formal testing of village worker student should not be done, except as personal self-evaluation.

All of the underdeveloped countries have many specialists and these could have done the development job--but they haven't. Therefore we can now see that the answer does not lie in training specialists. We must train people who know how to use specialists.

There are ways to work with specialists and government officials who have vested interests in promoting their own status and work but are not interested in the total program. However, we must face the fact that though we might like to change the situation, ministry representatives will continue to serve the villages directly. But there can be some solution in working out an interministry committee at the village level as well as at upper levels. Consultants should work with these committees to show them the advantages of working together and how to do it. There could be training institutes held by the government to show people the need and how to work together. Citations could be given to recognize cooperative planning and functioning. Special grants could be given communities where interministry committees had worked well together.

These grants could be given on the basis: (1) that there had been formed an interministry committee, (2) they had met regularly, (3) they had done group planning, (4) they had used human relations consultants in their cooperative actions.

Selected Comments from Discussion with Dr. Irwin T. Sanders

Often difficulties occur because of differences in the meanings of words. For example, Community Development, or Democracy may mean different things to different people. There is no "right" or wrong meaning to these words. Words are intended to communicate and are "right" when they do. To a Communist democracy would mean that people do not know what is good for them, but that their intelligent leaders do know. Therefore the people must be told what to do. Other persons would interpret democracy as meaning that the people make all the decisions, and tell the government. Actually, both methods are necessary at times. But "Community Development" does not mean making the decisions at the top and passing them down. Nor does it mean waiting for people to motivate themselves. Planning is important, but plans must be flexible and adjustable as needs arise and circumstances change.

Value Orientation

Goals must be set according to the values of the people involved. It is necessary to recognize the things that people will sacrifice to obtain. What will they fight for? What gives them prestige and recognition?

There are two kinds of values: Dominant values which everyone accepts; and Variant values which differ among people in the same or similar groups. For instance, the young people may have values which differ from their elders.

What are the techniques for finding values? Ask questions. 1. What are the important things in life? Ask this of many people and list the answers. 2. Who are the important people in the community? Why, what makes them important? 3. Ask similar questions and list the answers and see what the common elements are among the answers.

Avoid using "loaded" words. Word questions carefully so as not to give a clue about how the interviewer feels about things. Check the wording of questions before asking them.

Social Channels -- Informal and Formal

Identify these and discover how they can be used and then do not discriminate, but use them all.

Ministers and upper level administrators will be inclined to defend their own departments. But often they can be approached privately and encouraged to cooperate with others. Use every formal channel of communication on the village level, the village leaders, political, religious, cooperative, governmental, etc. Also use the informal channels such as meeting places, social groups, village news spreaders, kinships structures, schoolrooms, teashops, womens conversations. But be sure that the information is understood accurately.

Contact all the leaders at once. If there are three families in the village and you tell one first then the others will not cooperate.

The best films are probably of local people, and local conditions. Films can be used to attract attentions and to pave the way for education. But remember that people seldom get out of a film the point that was desired.

After seeing a film discuss it and bring out the points that you want them to get. If a film is to be shown only once there should be a prior explanation too. It is probably best to show a film twice. Film--discuss--film.

Why don't poor and uneducated people change? They are afraid to take risks. This is part of their wisdom. But there are ways of encouraging their action.

Suppose the consultant think people are making a mistake. Should he let them? Yes, if necessary, or perhaps delay. Ask if the money is really carrying out the purpose they want to satisfy. Or say, "I'll be back in a month". People won't back down if they have made a public stand on a matter, so try to keep discussion fluid, try to draw everyone out.

Using the Specialist

Prepare the people for his services ahead of time.

Allow the people to meet directly with the specialist and to address questions to him directly.

Have a conference between the village workers and the specialist to tell the specialist what questions have already been brought up, and how they have been answered in the past.

Follow up the reaction to the visit. Talk with the villagers to clarify meanings of what the specialist has said and to reinforce what has been said.

Implement suggestions as soon as possible.

How to Approach Your Problems

By Dr. Carl C. Taylor.

In India and Pakistan for thousands of years the villagers were prevented from being dynamic, being static is to them the natural way. They haven't been allowed to move with the stream. But now there is an effort being made to create a dynamic flow from a formerly stagnant stream. In Pakistan there are nearly 100,000 communities to be made dynamic, to be motivated and in which to implement the motivations.

People already have motives because they are human beings. Their biological, neurological capacities are enormous. All people have dynamic needs and desires. Therefore the first step is not to create motives but to identify existing ones. Since people already have potentialities they must be organized so that their needs can be implemented. This can be done when one ties modern science with human needs. We must recognize that people will work to satisfy their own desires, but will make little sustained effort to satisfy what other people tell them their needs are.

Identification starts with discussion among the people. In one country where the program is very successful the village worker is called the "Group Organizer." These listen and let others talk.

He goes in and stays a week. He is responsible for 25 communities at once. No one in the community knows him at first. But he gets acquainted with a few people and tells them that he would like to come back in a month and bring a movie to which everyone would be invited. He asks people where can this be given? How can plans be made? He asks them to arrange it and to have it where people can most easily come. He sets the day and departs, leaving the decisions for the community to organize. This produces community leaders, and an organizational set-up.

He returns with several different kinds of movies about their own country. He sends out word for people to bring their musical instruments so that there will be some relaxation. After the movies he distributes some literature and asks that it be read to all the people in very community. They he leaves again and he lets the people do as they will.

For 17 months he meets once a month. People begin to realize that they can do things. Finally they are asked "What do you need most?" In one case they needed a road across a steep hill and stream and a foot bridge across the stream for the children to go to school. These two things were so vital that everyone agreed.

They started analyzing the road. It simply couldn't be built. But they could build the bridge. Money was raised by holding fiestas, everyone working together. The Group Organizer said they should go to the municipal engineer for advice. He told them that he was too busy. But when he saw a list of the money and the resources that they had agreed to use and found that they were really ready to work he went with them.

He advised them not to build the bridge over the narrow place which they had chosen, because, he said the force of flood there would be so strong that it would wash the bridge away. He told them to put it over

a wide water. This meant a much wider bridge. They did not have enough money, or enough concrete. They decided to go to various government departments and ask for three sacks of concrete from each one. The people went themselves. Since it was a small request each department gave what was asked. All went to work on the bridge and finished it with various other suggestions about strengthening it in inexpensive ways. They had their bridge 19 days after it was begun. This followed 17 months of talking and planning.

How was it done? The people were "catalyzed" and guided. But they really did it themselves.

People must be involved in discussions of felt needs. They must accomplish what they can themselves and not depend on government. They will be frustrated if they put their faith in governments. When development people or missionaries go to people with money in hand and give people what they think should be given them, the people seldom use the facilities provided. Gift recreation centers fall into disuse. Gift orchards are soon destroyed.

Everyone of the 100,000 communities of Pakistan must change by the growth process. And this cannot be done without going through the entire growth process. You can't leave out steps. Especially the first step. And when you are working with people who are lacking in faith you'd better try something which can be finished quickly. By the time the third project is completed people will have become a group. Leadership will have developed. People will have developed their own patterns of effective behavior, pride in their work, knowledge of what to expect of each other.

Re-Emphasis of Points

Dr. Carl C. Taylor

Community Development is a process, never achieved. It is a process of helping people and groups to grow so they can continue to grow.

Community development involves villages, national level and other working departments. A community developer must keep his eye on all and work with and train all levels.

Community development is usually a process of shifting gears from the bottom up.

Question: At present the V-AID administrative people in Pakistan have set certain goals, then the village worker is expected to make a survey of the community with particular reference to the agricultural situation. Then a village council is formed and the planning is begun. The survey attempts to identify the felt needs and the unrecognized needs. One difficulty is that people do not often recognize their most serious needs. What should be done?

If the workers can develop rapport with the people before the work begins people will recognize the superior knowledge. But one must begin by satisfying the felt needs, first, otherwise there will be less cooperation later on. However, it is not always possible to meet every felt need.

When people want differing things what do you do? How do you work for consensus? Don't expect people to agree. They may want to vote immediately, but delay this as long as possible unless you feel they are really ready to make a wise choice. Postpone decisions. This has been tried successfully in Pakistan: Make a list of all the demands. Get the villagers to give a priority. Let each group carry on its own project. Not everyone has to do the same thing. Do the things that can be accomplished most easily first.

Some people are isolated and have few if any felt needs. Others have many. What should be done? If the isolated persons are happy and don't want to change go to the people who do want to change. It is when a group begins to change that they need help. There is enough to do without trying to meet unfelt needs. Meet the felt needs of those who have them and are ready to work. Change comes from outside forces and not usually from within isolated groups. Perhaps the isolated persons can live happily until there is time to get to them.

There is a somewhat different philosophy in Pakistan. The government there has decided that people must change. But if workers are sent where they are wanted then others will see what is happening and their seeing will create felt needs.

Does the village worker start a Village Council right away? First he goes to a village and is introduced by his Development Officer. He talks with many people and then goes to recognized village leaders. Information is given him by the Development Officer, who knows each area well from surveys and reports, or personal experience. The leaders usually contacted first are the teachers, the religious leaders, government appointees, and leading cultivators. The Village Workers are expected to do a survey of the community informally. Questions are not written while they are being answered. But information is recorded later. The survey is expected to be completed in six months.

Because of years of forceable governmental control people in Pakistan have a disease of wanting help from their government. What can we do about this kind of dependence?

Perhaps the government should require some effort on the part of the people before it helps them. One approach to this might be as follows:

The head people in the government will certainly have particular goals that they consider are important for the people to reach. They have been elected by the people and therefore feel responsibility for the government. However, we know that they will get only modified cooperation if they make all the decisions for people and expect people to carry them out. So, the heads of the various nation-building departments should sit down together, and discuss their country's needs.

How do you reduce vested interest among the various departments each of which seeks its own prominence? You can't keep people from being selfish. But selfishness can be reduced and cooperation among departments can be improved by having all the departments involved in planning at each level. The development officer should have on his own staff and under his direction representatives from each nation-building department. It can be shown to a department head that his own department stands to gain by cooperation in which work can be increased. There must be continual education of people about the program

from top to bottom. If people won't work with you, then you work with them. Don't be like them. Be willing to work without credit and to give credit to the other fellow.

We select village workers from those who have finished eighth grade to those who have finished high school. Is one year training sufficient for them? From a technical standpoint, no. If you were training specialists this would not be enough. But from a practical standpoint it is probably enough. After a year only the workers are not too far away psychologically from their villages to fit into them again when they return as workers. Highly trained people are not going to want to go back to village life.

Shouldn't we do a really thorough job of community development in one or two places and go a little slower in spreading the work, using demonstration? It might be better to do things less than perfectly on a smaller scale. But this would depend on the situation. If money is allotted to an area then people feel that it is their due to get the money. But if there is insistence that communities be helped "percentage-wise", with the people contributing part and according to their own choice of project then workers could be sent where motivation is always being demonstrated.

There is always, in all countries, conflict between people doing the job and the people at the top who want to have a glowing report. But how good a village worker is depends on how good his backers are, and how available are the people who are able to help him. The D.O. should have the specialists on his own staff, and should be responsible for sending them where he feels they are needed. Then they should be allowed to use their own special talents.

The Development Officer's Advisory Committee can be a form of education for the members of the government, as well as a source of ideas and planning. An administrator deals with the local situation. He must meet the need of the locality, not the central government. In community development the government serves the people, not people the government.

What human relations methods should the village worker apply in the beginning? The villagers know almost nothing of the Village Aid program, perhaps 5% knew something. How does the worker introduce the program? Perhaps he can ask questions such as: "Suppose there were a program and I were offering it, who would help me?" They must be assured that the program has nothing to do with taxing them. Find out about the head man. Can he help? If not find out why. Be as unobtrusive as possible, and be honest. Expect a longtime program. Do what you can to show helpfulness not just talking of helpfulness. Observe faces and actions. Don't promise too much. The village worker will learn more from the villagers than they will learn from him. But he must not let them think he is completely ignorant himself. He must not side with any group, but must work with all factions when he can.

Often when a government official introduces a worker, people think the worker is just another government officer. So, it may be best not to have the workers introduced in this manner.

How can a village council be formed when there are so many factions and clans and divisions in a village? When people have been isolated for generations they begin to hate each other, partly from boredom and habit. As outside interests come they are given new interests outside themselves. They learn to respect each other as they work on mutually felt problems. Before a council is formed it may be necessary to get them to work together.

In one place a worker was trying to fill a swamp, and the villagers refused to help him. Then he thought of a former resident of the village who had gone away and become a government official. He got this man to return to the village and to talk to people telling them that the mosquitoes from this pond bit both friends and enemies. That they didn't care on which side of the village people lived. He got them to give a little help, a little cooperation. This then was increased when the next problem arose. If the problem is one that both sides feel equally strongly about there is a better chance of getting cooperation, if only a little.

Before the village council is formed it may be necessary to involve a lot of different people in a lot of different projects. In this way leadership emerges and the leaders themselves can give guidance. One must have patience.

In China millions of people are being involved in projects. But they are forced to cooperate, not motivated. If felt needs are met first then later there will come opportunities for guidance. Unless a person is actually criminal and breaking a law he must be treated with respect, and given an opportunity to lead or obstruct. People must not be disciplined; instead they must be captured.

What should be the minimum qualifications of the village worker? There is no answer to this. It depends on the conditions. If the worker lives 25% or more higher than the villagers he loses his effectiveness. Therefore if the village is advanced the worker would need more training, if it is less advanced he would need less, and the training should suit him to work in a particular situation. Also, if the worker has easy access to specialists he will need less training of the kind given by the specialists.

Who should give in-service training? There is no absolute answer to this. But the trainer must know more than the persons being trained, and his knowledge must be from practical experience, not only theoretical. He should be willing to listen to others and willing to share his knowledge. Institute teachers must understand villagers and work at that level to a certain extent.

What are the qualifications of good leaders? The generic characteristics of leaders can't be catalogued. Some people lead in one situation and others lead in another. A leader must have followers. He must be thought of in terms of group need and interest. Leaders must be like the group which follows them. Leadership in a group is not predictable in advance. It develops because of trust and understanding between the leader and his followers. Expect to see one person leading at one time and another at another. There is no community leader. Find out who trusts whom in a village. These are the leaders.

Suppose there were a landlord who owned 50,000 acres, and whole tenants needed many things and many kinds of help, but the landlord did not want the tenants disturbed because he was afraid that they would revolt or that his power would be questioned by them. So he used strong-arm methods to prevent village workers from entering his premises. How could a worker go about overcoming the landlord's resistance?

Perhaps the village worker could not do it, but would need help in educating the landlord at the level of the landlord's own aspirations. Or perhaps the worker could find some kinds of projects that would help both the landlord and the tenants, such as cleaning up the villages and improving the houses, or improving the cropping system so that the landlord would profit more. These might be stepping stones to other things. One must be satisfied with small achievements and wait for the future.

If there must be choices made of where to begin offering the development program, perhaps workers should first be sent where there are demonstrated needs which the people are ready to work on. Perhaps the difficult places could wait until they see what is happening other places and ask also to be helped.

What should be the scope of the V-Aid program? Shouldn't it be limited so that more emphasis could be placed on certain areas of what is now the total Program? Who would decide what to eliminate? the villagers? the government? No one knows what the villagers would do because they have not been consulted. People don't agree on the felt needs of other people. Some would say the greatest need was for more education, others for better sanitation and more health services, others would say better roads and communications. In reality they are all linked too closely to separate. Each affects the other.

If any part of the V-AID program is cut off by the government you may not be able to meet felt needs as they occur. The government official is like a man who stands on the top of a hill and can see what is needed on both sides of the hill and can encourage all around assistance. He can guide the producer. But unless someone can help the people meet felt needs they will not cooperate. If the felt need is for water and this is supplied there may be overproduction of some crop. There is need for balance. The program must be ready to help with any need that arises. The person at the top can make the overall plan, but the persons at the bottom must carry them out. If people can be told how much the government will help them percentage-wise, then they can be left to make the decisions of what actually to do.

Life is lived whole. All basic needs are interwoven, and change in one area makes changes in another. When one need is satisfied another arises. Therefore it seems necessary to offer assistance in any type of project if the felt need is there.

You give people initiative by giving them responsibility. Let people answer their own questions. They will make mistakes. But they will act. It is impossible to make mistakes, and it is better for people to make their own kind. When people start something and find they can do a simple thing they look around for other things to do. Other people will follow action after hearing of successes. When limited choices are offered people may not choose at all. Control from the top does a kind of job in a totalitarian way. If that is what people want that is

one way. But to train people for democracy they must live it and practice it and experience it. It is a growth process. Growth is a natural process and can be controlled only so far. People learn by doing.

It doesn't motivate people to tell them what is best for them. One must let them discuss, decide, and work with help at the task they choose. One must learn by doing the thing himself.

Illiterate people are opposed to change. They know no other way of living. This is not entirely a matter of formal education. It is the desire to learn to learn that they fear. Learning can be done any place and if schools are wanted they won't succeed.

How can you motivate trainees to work for zest and not just for the money they receive. Praise what they do when you possible can. Give them as much satisfaction as you can.

If a worker is put into a village and he does the best he can he sometimes has certain powerful people turn against him. His work may suffer and the prestige of the program may suffer too. Should he be removed from that village?

There is no definite answer. However, this may be necessary. After moving him if he has trouble again and again it can probably be recognized as his fault. But often these things are not the fault of the worker, and every official that someone dislikes can't be removed. In fact it is sometimes part of every leader's role to be the target of other people's frustrations. A person's superiors should support them as far as they possibly can. And when a worker has outgrown the position for which he has trained he should be moved into one with more responsibility or one in which he can better use his talents.

When leaders are found how do you train them? Leaders must be chosen by their followers. And after being chosen if a leader is changed in any way he may lose his leadership. Therefore don't pull leaders away from the people who are willing to follow them. Don't use the leaders. But let them really represent the people who trust them. No country has money enough to educate bureaucrats to do all the work. We must let volunteers do much of it. There is no such thing as a leader detached from a process. A person can only lead part of the time and in some things. Therefore, there is no such thing as a leader. Only leadership.

New ideas are first adopted by the leaders of secondary groups. But if the ideas are to spread they must spread through primary group action. Find primary group leaders if you want to spread knowledge. These are already there.

Don't start working by forming organizations and passing constitutions. Start with processes and see what happens first. Organization will develop. Councils will develop, too, eventually as will constitutions and laws.

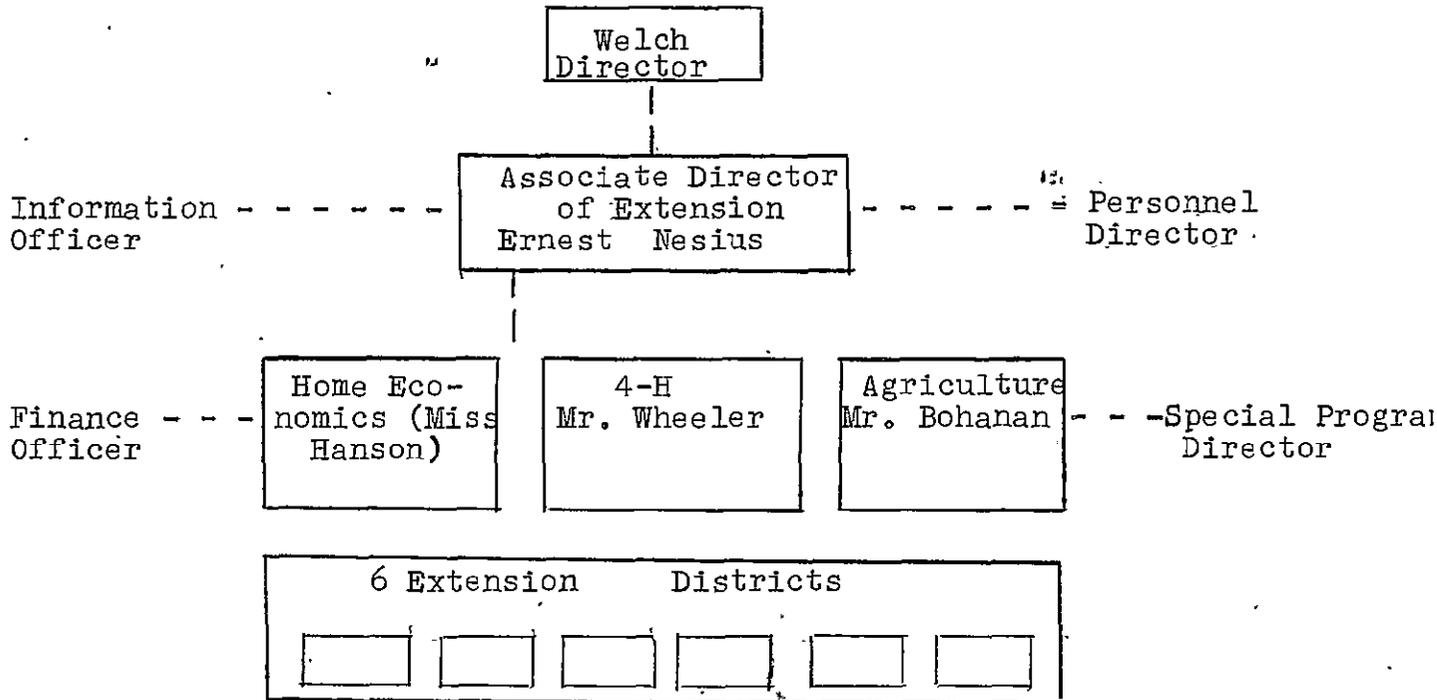
Where does morale come from? Team members, who are inter-related throughout a process "won't let each other down". If it is a real team each member is doing his job and is a dependable member.

THE COUNTY AND HOME AGENT PROGRAM IN KENTUCKY

By Mr. S.C. Bohanan

In Kentucky $\frac{1}{2}$ of the money for Extension comes from "Washington", $\frac{1}{4}$ from the State, and $\frac{1}{4}$ from the counties. This differs in different States. But in every case there is a cooperative effort. The percentage of Federal funds is based on the proportions of rural and urban population. However, all money from Washington must be matched by the State.

The University of Kentucky is a Land Grant College and is therefore required to have a College of Agriculture. Of this Dean Welch is head.



In each of the six Extension Districts there is a team of three, corresponding to the three Directors in the Agricultural Extension Office i.e. a team is composed of a specialist in Home Economics, one in 4-H (either a man or woman) and one in Agriculture. These six District Teams have their offices on the University campus, and supervise the work of the county level people by travelling to them. Each team supervises about 20 counties. Some states have their district supervisory teams live in the districts, instead of on the University campus as here.

Qualifications for District Workers are the same for all three members. Each must be a college graduate in either Home Economics or Agriculture.

There is a County Agent in each of our 120 Counties. There are Home Agents in 105 Counties. Some counties feel that they cannot afford to pay for a Home agent; also Home Agents are difficult to keep. They marry and leave the work!

There are assistant agents in $\frac{1}{2}$ of the Counties and Assistant Home Agents in about 12 Counties. About 12 Counties have 4 agents. The Assistant County Agents or the Assistant Home Agents do the 4-H work.

The Information Officer publishes bulletins, gives news to newspapers and promotes publicity for the program. The Finance Officer supervises spending of the money, submits the budget to Washington, where it is approved and made available every July 1. The money must be spent as agreed in the budget. The Director and the staff members draw up the budget, and the Director is responsible for his spending. State funds are part of the University budget which is appropriated every two years by the Legislature. State and Federal funds normally are used to pay salaries. Expenses of county offices usually come from the County. A county pays at least part of the salary of the assistant agents. Salaries differ on the basis of a person's ability and proximity to a city, where it is expensive to live. Length of service is also a factor in deciding salary.

Q.: How is ability measured?

A.: The personnel director provides an applicant with an application blank for general information and references; he contacts the references and checks the college record. (Each agent must be a college graduate) If approved by the Personal Director an applicant's name is referred to Miss Hanson or Mr. Bohanan. The applicant is then discussed by these two and the District team which is involved. Starting salaries are the same depending on the amount of training and any previous experience.

Later after a person has begun to work he is judged by the team on basis of the quality of his work. The Personnel Director prepares and maintains files on all extension persons.

Q.: How are inferior persons punished?

A.: They are seldom fired, though they can be. Usually there is just no increase made in their salary.

Q.: How is the new agent introduced to his community?

A.: The District worker will probably take him to the community, and introduce him to the County leaders. Their approval or disapproval of him is sought. He is not placed in that location unless he is approved by the local leaders.

Q.: What are the usual reasons for transferring an agent?

A.: He may ask to be transferred. There may be a better job elsewhere, or it may be that the county doesn't want him.

Q.: What control does that State Government have over funds?

A.: It has little control as long as the department abides by the general categories of the budget as passed. The State has no direct supervision of the program, except as money is granted in the biennial budget.

The Smith Lever Bill of Congress in 1914 established the Extension Service under Land Grant Colleges, which were already doing teaching and research. The Act left to the Colleges how the Extension Service should be organized.

Q.: Does the Extension Department have any connection with the University of Kentucky?

A.: The Extension Service is one of the three areas of service of the College of Agriculture, teaching, research, and extension. It is part of the University. When the money for operating the University is sought from the legislature part of these funds are budgeted for the College of Agriculture for certain purposes. The Board of Trustees of the University makes the final approval of all country agents as it does the staff of the Agriculture college itself.

Q.: What does the Special Program Director do?

A.: He is responsible for all programs that are not a regular part of the work of some department, for example, Farm and Home Development

Program, Rural Development Program, etc. i.e. anything that does not fit directly into the other Departments of Agriculture and Home Economics.

The County is the basic unit for the work of the Extension Department. The County has the County Agent, the Home Demonstration Agent and A Secretary. In addition to these are many hundreds of volunteer leaders. If there are 1200 farms, on one could cover them and the volunteers spread the information originating with the Agents. The 4 H clubs and the Homemakers Clubs all have volunteer leaders. The leaders come to the Agents for ideas and instruction, and then they carry it to their own clubs.

Q.: How are Homemakers Clubs organized?

A.: The Home Agent meets a few women and offers to help them. Then she leaves them and lets them discuss the idea. When she comes back to them she helps them organize. Thereafter the Home Agent does not attend the meetings unless she is especially invited. Officers usually serve for one year.

The parents of the children make the best leaders of the 4-H Clubs. Often adults will not lead adult groups but will lead children especially if they are their own children.

There are two kinds of 4-H leaders, community leaders who look after special club programs fairs, overall planning, etc. and the project leaders who work directly with the children.

The easiest way to get leaders is to let the children select and invite them. It is best not to call them "leaders", but just to say "will you help us do this particular thing." i.e. have a sewing project, raise hogs, raise chicks, etc. Then give the leaders plenty of recognition for their work. Teachers make good leaders, but they are very busy and are usually not in the area in the summers.

Leaders must be trained in how to teach, giving them specific details. They must be acceptable to the group. Let them enjoy what they are doing and consider it fun.

Q.: What do County Agents do?

A.: Most State level workers have been County Agents at some time in the past. The first responsibility of an Agent is to promote good agricultural practices, but they work on all rural problems, sanitation, health, home, school, roads, anything that makes for better living. The two agents have a unified program that helps the entire family situation.

Each County has an Extension Advisory Committee made up of men and women living in the County. They are chosen by the people of the county. They included the Presidents of the Homemaker Clubs, Farm Bureau, and other organizations important to the Agriculture program. The size of the Advisory Committee depends on the needs and desires of the community. Just as Washington does not tell the States what to do, so the State does not tell the counties what to do. The Communities are asked what they want to accomplish on a long term and a short term basis. This information is filled and implemented as quickly as feasible.

VOCATIONAL AGRICULTURE in KENTUCKY

by Mr. E. P. Hilton

In Kentucky the Counties and State cooperate to finance education. For each \$100 of property, the school district assesses the owner a minimum of \$1.00 or a maximum of \$1.50 a year for school support. The State legislature then provides additional funds to operate schools at a "minimum standard".

This state-provided money is used; to increase teachers salaries, for transportation of children, for capital outlay on buildings and equipment.

Each district is allowed a teacher for every 27 pupils in daily attendance, and for every eight teachers a special teacher of some kind is employed. According to the desires of the school board this teacher may be a supervisor, or a guidance teacher, or a teacher of music, art, shop, or some other subject. There must be one principal for every school having eight or more teachers. In addition to these a school may have one or more vocational agriculture teachers.

Before enrolling in a Vocational Agriculture class each student is required to have facilities for practicing his lessons. Chemistry, physics, etc. are not required courses, though most agriculture students do take General Science or Biology. They get applied science in the agriculture courses; for example, they study physiology in connection with feeds and chemistry in connection with soils.

The vocational agriculture teacher works in the classroom giving concentrated instruction to groups of people, and teaches only 40 to 50 people a semester. The county agent deals directly with farmers on their farms, at meetings, or in his office. The home agent teaches the volunteer leaders of groups. She does not instruct in a classroom situation.

There are not many occasions in which misunderstandings arise between vocational agriculture teachers and county agents, and the farmer himself is not concerned about duplication but seeks help where he can find it. All boys must have access to farm facilities. Most boys help their fathers with the total farming, and in addition they have personal farm projects of their own. Vocational agriculture helps the boys establish themselves as general farmers, not as specialists. Boys who are interested in more scientific information can get it by going on to college.

Each teacher surveys at least 50 farms in the vicinity and on the basis of the resultant knowledge and the advice and guidance (but not control) of the State Department of Education Supervisor, he plans a curriculum that meets the needs of the locality.

Each supervisor of vocational agriculture teachers has at least an MA in education. There is one for about every 50 vocational agriculture teachers. There are about 80 or 90 Home Economics teachers under each Home Economics Supervisor.

Trade schools differ from vocational agriculture schools; there are only 13 in the State and they are very expensive to maintain. Vocational

agriculture is only a department in a regular County High School, but Trade Schools are independent units located near industrial centers. They have meager educational requirements for entrance and train people to make a living at a specific job, such as beauty operators, machinists, and mechanics.

HOME ECONOMICS

by Dr. Abby Marlatt

Home Economics in the United States started less than one hundred years ago. It was started in Land Grant colleges by the Smith Hughes Act. In the last century the concept of Home Economics was that it should consist of cooking and sewing. In the 1880's chemistry was begun to be taught and this encouraged changing the name to Domestic Science.

Dr. Ellen H. Richards, of the American Home Economics Association, was particularly interested in making home management efficient, and in saving both money and labor. Therefore Home Management and Home Economy was begun. She felt that while nutrition was of primary importance; things must also taste good and must require the minimum of effort to accomplish this goal.

Later family relationships and child development were begun to be taught. Then came decorating and art in the home. Crafts have never been stressed, but are taught in art departments and elementary school teacher training programs. Home equipment as a labor saver is emphasized. Family finance, house planning; textiles, community relationships are also important aspects of home economics.

In recent years courses have been introduced in Home Economics for Men. These include discussions of budgeting, insurance, home planning and buying, nutrition, clothing, wills and deeds, family living, child development and care. Nowadays both men and women work outside the homes, especially while they are in college. They may have children then, and men are becoming more and more conscious of their place in the upbringing of the children. One student said, "If I have a dog, but some one else always feeds him and waters him and exercises him, he will learn to love the other person. If I want my child to love me I am going to have to care for him myself, and not leave this to someone else."

Students may major or minor in home economics, take certain courses as electives although enrolled in another college. Home Economics students are required to take about half their courses in the College of Arts and Sciences. These include English, Psychology, Chemistry, Bacteriology, Social Studies, and various other courses.

COOPERATIVES

By Mr. Wendell C. Binkley

Production Credit Associations

These are co-ops that provide short term credit to farmers for machinery, feed, livestock, fertilizers, etc. There are about 500 of them in the U.S.; 10 in Kentucky. The loans are backed by chattel mortgages on which the loans have been made. These loans represent in Kentucky about 15 to 20% of all short term loans to farmers.

PCA's were begun in 1933 and had stock owned mostly by the government, but this was gradually taken over by the members. A PCA gets money for lending from the Federal Intermediate Credit Bank. There is one in each Federal Land Bank Area. The FICB borrows it money from the open money market. Each borrower from PCA must have stock worth 5% of what he borrows.

The average farm to which money is lent is about 200 acres. But farmers with net worth from \$10,000 to \$2,000,000 are members. Loans are granted on the basis of the farmers ability to repay. Often no security is asked at all. The Co-op is in competition with small loan companies, businesses and private and national banks.

About 1.34% "spread" is allowed for operational expenses. Associations now pay 4.25% for the money and lend it at 6% to the farmers. PCA supervises farmers very little; they lend only to good credit risks and to members.

Originally the government supplied \$400,000 to get this local co-op started. It is now entirely repaid and there is a reserve of \$250,000. This co-op pays all taxes that any other lending agency pays. "Short Term" means a month or more. Intermediate term means up to five years. There is only .05% loss in this agency.

National Farm Loan Associations.

There are twenty of these in Kentucky. They supply about 15% to 20% of the long term farm loans. The money must be used for capital investment, buying farm land or making permanent improvements on farm land. The money is handled on a 40 years amortization.

The Federal Land Banks sell notes on the open money market. This money is in turn lent to the National Farm Loan Associations, which then lend it to the farmers. The Federal Land Bank notes are considered second in safety only to U.S. Government bonds.

This system began in 1917. There are twelve Federal Land Banks in the entire country, one of them in Louisville.

The government now owns nothing in the Federal Land Banks. Farmers have bought the government out. Rates are kept as low as possible to be safe for the co-op members and borrowers. Loans run for 5 to 40 years.

Borrowers must buy stock in the coop at the rate of \$500 worth for each \$10,000 borrowed. 1.3% of the capital goes into overhead and operations.

Banks for Co-ops.

These now permit ownership by co-ops themselves. They lend money to all kinds of cooperatives.

Cooperatives provide a way of people's helping themselves with government assistance only. Since this is a business enterprise the membership may be limited. Some are open to all. Most consumer coops are open to all.

The coops are "owned by the members". They must have some capital of their own, then they can borrow from banks and outside individuals. Interest rates vary considerably when the money comes from banks. It is usually between $4\frac{1}{2}\%$ and 5% . The banks for Coops started with government money, but now they lend their own money.

Cooperative Corporations.

These are organized like any other corporation, making the cooperative a legal entity, and freeing the members from individual liabilities. No member of the co-op can lose more than he has put into it in stock.

The primary purpose of a cooperative corporation is to provide services for members who are also the users, i.e. to provide services at the lowest possible cost.

In Kentucky each user has one vote, regardless of the amount of stock he owns. In some places the vote is according to the amount of stock he owns. In some places the vote is according to the amount of business the member has done through the cooperative.

A cooperative is a "Business, owned and controlled and operated by its members (or trained employees) to provide services to the members at a minimum cost. There are three kinds: membership cooperatives, capital stock cooperatives, and farmers cooperatives.

"Non-profit" cooperatives are really motivated by profits. Each farmer member is interested in increasing the net profit on his own farm business. The cooperative is a competitive form of free enterprise.

Rural Electric Cooperatives.

There are 26 of these in Kentucky. They are engaged in the distribution of electric power. They do not generate power, but buy it and re-sell it to members. There is a State-wide Co-op in which most of the 26 distributing co-ops hold membership. This buys and sells equipment to the member co-ops.

The Rural Electric Cooperatives are locally incorporated. They borrow funds from the U.S. Government @ 2% interest. (This is less than the government must pay for it. Therefore the money is appropriated by Congress). The money is usually repaid to the government.

Burley Tobacco Growers Cooperative Association.

Tobacco provides 35% to 40% of Kentucky's cash income. The Burley Cooperative has for its members almost every farmer who grows tobacco. It handles not only cooperative business but the government price support program as well.

The co-op buys tobacco which was not bid up to the support price agreed upon. The tobacco farmers decide whether they want a price support or not. Then the Government decides on the price and on how much tobacco each farmer can produce according to the particular farmer's records of past production on that farm. The government lends money to support the price. But so far the government has lost nothing on the program.

Other Cooperatives in Kentucky.

There are many other kinds of Kentucky cooperatives. Some of these are the Warehousing coops, the Woolgrowers Associations, the Milk Producers Coops, the Livestock Marketing coops, the Strawberry coops, the Artificial Breeder Association and the Seed and Fertilizers coops.

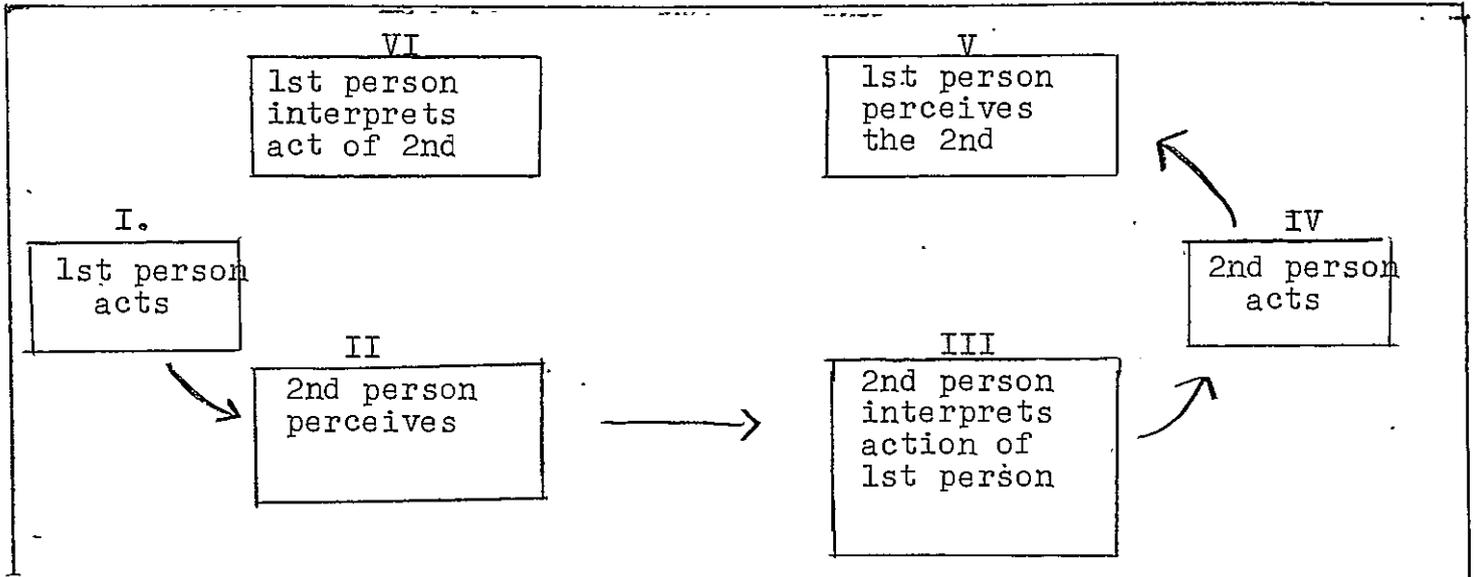
There are four ways of conducting competitive business:

1. The Single Proprietor -- who owns and operates his own business, either with borrowed capital or with his own. He is his own employer, accepts his own profits and his own losses. There are more of these businesses in the U.S. than any other kind, but they involve less total capital than the other kinds.
2. Partnerships -- There is more than one proprietor, and the capital outlay is shared as are the profits and losses. Each partner is individually liable for all transactions of each.
- 3 Ordinary Business Corporation -- The owners are the share holders, or stock holders, but their ownership is incorporated by the State to make the company one legal entity so that no one person is liable to incur debt or to be held responsible for damages to a greater extent than he owns shares of stock. The creditors sustain the losses of such a company in case of failure. The stock holders choose a board of directors on the basis of votes according to the number of shares of stock the voter holds. All of these three methods of conducting business are for the purpose of profit to the owners.
4. The Cooperative -- is also owned by a group of people and is usually incorporated to protect the members from individual losses in case of failure of the company. However, profit to the owners is in proportion to the amount of business that that person does with the cooperative, not according to the number of shares of stock that he holds. Each member has one vote, regardless of the number of shares of stock he owns. The "profit" comes to the farmers not only in dividends in relation to his business with the cooperative, but also in savings (if any) due to volume buying and selling without the services of a middle man.

Shelby Rural Electric Cooperative.

This is an electric power distribution Coop. In 1938 it had a \$100,000 loan from REA, a government lending agency. It had 9 miles of lines. It rented a substation and bought electricity from the Kentucky Utilities, a privately owned stock corporation. The cooperative promotion was done by interested volunteers. There are now 4200 members who use electricity in homes, barns, for poultry raising, dairying, etc.

This is a membership cooperative. Funds are borrowed @ 2% for 35 years from government appropriated funds. These continue to be borrowed for expansion, and the funds continue to be repaid. At the end of each



SOCIAL INTERACTION PROCESS

Interaction is a mental phenomenon. It is "in our minds." Truth or facts are not as important in interaction as what is believed by the imaginer to be truth or fact. One's predisposition or past experience determines perception of truth or fact. And expectations of the other person determine the kind of action which will take place. For example, if an "expert" is invited into a community he is often expected to answer everyone's questions and to solve problems for the people. When he refuses, but listens and points the way for them to learn how to answer their own questions and solve their own problems he is acting contrary to their expectations and they feel frustrated. This is often a stage in the community development process.

People respond to each other according to their understanding of the situation. One does not respond to an act but to one's understanding or interpretation of the act. Sometimes there may be a lack of information or there may be misunderstanding. If, for example, a villager perceives a worker as a "government official", he reacts as he would to any other government official that he has ever known. He may tell the worker only what he believes the latter wants to know, rather than what the worker is trying to find out.

The Way Society Has Developed

Try to imagine two persons having been brought up in complete isolation from any other human being. They have no culture, because they have been taught nothing by any other human being. Therefore they have no predispositions, no expectations, no definitions of another's actions. This is, of course, impossible because no human could exist without some contact with some other human, he would starve or die from exposure.

In the process of becoming a human being one learns from others how to behave, what to believe, acceptable attitudes and values, as well as the technology of his society. He learns what to expect of others in

certain circumstances. The more isolated the society the more rigid are these expectations. Probably in Pakistan children are more like their parents than in the U.S., because in the U.S. there are many varieties of cultural influences.

Expectations tend to cluster around institutions and thus are taught to the children. They are involved in every phase of life. There are expectations about ways of raising animals, expectations about ways of living in a family, economic expectations, etc.

It is from constant repetition of these expectations that customs arise. People all over the world seem more or less inherently desirous of not hurting each other. But some things come to seem so important that they are willing to hurt in order to obey the custom.

When behavior becomes regularized and repeated over and over it is called a "pattern" of behavior. It has developed into a social structure.

A community consists of patterns of relationships. These patterns or social regularities underly all the day by day behavior. The expectations about these relationships are learned as culture.

Expectations mesh and supplement each other to accomplish goals. And left alone each community will develop expectations that meet its needs rather well. Left alone each will develop its expectations into traditions and values. And the longer these have been held without being disturbed the harder they are to change. Disasters such as floods, wars and famines cause contact with other communities which result in painful readjustments. It is comforting to know what to expect, and to know what is expected of you. But change, whether disaster or planned social change may be unpleasant, because it forces people to do things differently from what they had expected. And each change brings with it other changes, so that change in one area of life is felt in change in another area. Often the kind of resulting or secondary change cannot be anticipated.

Types of Community Groups

Folk Type: This is a small homogeneous group, - the smaller the group the more alike are the people. It is isolated. There is little specialization; nearly everyone does nearly everything necessary to live. What specialization there is is based usually on sex lines. There are few social groups, though there is always provision for the family and usually for religious grouping. There are face to face relationships. Values and beliefs are specific and firmly held, and generally held by all the members. Actions, behaviors and decisions are usually guided by customs; the individual doesn't have to make decisions about what to do. This is decided by what has "always" been done. There is a strong sense of belonging to the group and a well defined feeling about out-group. The society is well integrated, stable, unchanging. The members have a sense of security in their contacts among themselves.

Urban Type: This is a larger heterogeneous group. There is much social intercourse with other places and ideas. There is much specialization of labor, so that people do a particular job to further the ends of the groups; one may do nothing but carry away the trash, another nothing but sew on buttons. There are many social organizations that have formal structure and officers and stated purposes. The people have many

year the expenses, interest, and principle of the loans, and reserve funds are withheld and the remaining profit is distributed to the members on a prorata basis. The debt will eventually be retired and the entire coop will be owned by the members.

When the REA bill passed it was designed to lend money at 2% to commercial companies to encourage them to serve farmers. But few companies thought this practical. Therefore the cooperatives were organized to do the job.

About 92% of American farms are now electrified.

Southern States Shelbyville Cooperative.

This coop was started in 1948. It does an annual business of about a half a million dollars, selling feeds, seeds, farm supplies, etc. It is a branch of the Southern States Cooperative of Richmond, Virginia. It began when 100 farmers took \$1 worth of stock apiece. They got a loan at 5% interest from the Southern States Coop of Richmond, which supervises the management of the local group. At first they rented facilities. Later they built their own. They sold \$50,000 stock @ \$10 a share for preferred stock to farmers. Only farmers have a vote in the organization.

This coop at Shelbyville is one of 34 separately incorporated cooperatives of the Southern States Cooperatives.

The Regional Southern States Cooperative (Richmond, Va.)

This coop operates feed mills, fertilizer plants, farm supply factories. It owns a number of subsidiaries all controlled by the same board of directors. The local coops have a management contract that has a six months cancellable clause.

The Shelbyville Coop is now debt free and is lending the parent coop money at 5%. This parent coop began 35 years ago when eleven men were dissatisfied with seed quality and decided to do something to improve it. There are now branches in six states with 250,000 farmers owning it.

Western District Warehousing Corporation.

This cooperative performs primarily a selling service for tobacco. It charges the same fee for selling as any other warehouse and then re-distributes profits to its members. It also stores tobacco and puts it into hogsheads. There is \$5,000,000 worth of tobacco stored in one building.

There are two kinds of stock. "A" stock is voting stock. "B" stock is non-voting stock. All people holding "A" stock must use this selling agency at least once in three years to retain their voting power.

There are five burley tobacco coops in Kentucky and they sell about 1/10 of the State's burley crop. Farmers save about 1/3 of selling expenses by using this coop.

Kentucky Artificial Breeding Association.

There are about 63 local coops which are members of this larger service. The purpose of it is to get the best bull services to small farmers. This coop breeds about 12% of the total dairy cattle in Kentucky.

Semen can be maintained in satisfactory condition for about 30 days when handled by the methods used in this service. It can be kept as long as three years or more when frozen. It is sent refrigerated to technicians in the field who use it for the members of the local coops. The cows bred in this way double the average milk production rates. These artificially bred cows are registered. There is one Holstein bull which has sired over 30,000 calves.

Local KABA coops seldom show a profit, but members do profit from membership in the parent organization. It is a non-stock coop, and is organized on a membership basis.

Producers Cooperative Livestock Marketing Association.

This cooperative has capital stock, although it was originally a membership coop. It is a selling agency and charges a commission as would any independent business. It makes a charge for each head of livestock sold. After expenses are paid the profit is prorated back to the using farmers.

There are seven competitors, but Producers sells 27% of the livestock sold on the Louisville market. There are local coops which own and control a National Cooperative. The National agency does not own or control the local units. It will sell livestock for anyone.

Falls City Cooperative Milk Producers.

This is a bargaining agency to keep the price of daily products at a level which make a profit for the farmer. However, it also offers a few services. Some of these bargaining agencies, in order to keep prices up have their own manufacturing facilities.

Miscellaneous Facts About Cooperatives.

75% of the users of rural electricity get their electricity from Rural Electric Coops.

16% of long term farm loans are from cooperatives.

16% of short term credit for farmers is from cooperatives.

Cooperatives provide 19% of feeds, and 15% of fertilizers, and 17% of seeds in Kentucky

80% of Grade A milk is sold through 14 bargaining coops in Kentucky.

93% of commercial strawberries are marketed by coops.

There is one soybean cooperative which markets 1/3 of the soybeans that are sold in Kentucky.

20% of Kentucky's wool is sold by the Kentucky Wool Growers Association.

10% of all burley tobacco is sold through cooperatives.

About 27% of terminal market livestock is sold through cooperatives.

Methods of Working in Pakistan and U.S.A.: "First Approximation"
of a Comparison after Four Days in Lexington.

Assignment by the Committee (Due February 6, 1957.)

This is a group assignment. All are to work together to develop statements. In the statements some attention may be given to the special interests and special responsibilities of different individuals, but major attention should be concentrated upon those aspects of your several jobs which are common to all--the problems and concerns of each and every one who works in community development. With this in mind we would like you to do three things:

1. List the differences and similarities in ways of working which were noticed as between Americans on the one hand and Pakistan people on the other.
2. Where American and Pakistan methods seem different, comment upon the adaptability to Pakistan of the American methods and, vice versa.
3. State what the group would like to achieve as a result of its forthcoming period of training.

Notes on Response (Oral) of Study Group.

It was expressed that though methods had been discussed in class the Pakistanis had not seem enough of the "American way" to visualize comparisons.

Some similarities: American and Pakistani objectives are apparently similar; encouragement of self help through education. The approach to community development seems the same: attempting to work with the communities at the level of need observable to the members of the communities; and motivation of definition of needs followed by community action.

Some dissimilarities: Pakistan trains multi-purpose people to motivate, encourage, and guide the villagers. This program is sponsored by the National Government, and is therefore not "grassroots" in all its phases.

Villagers in Pakistan are "tradition-bound." Social action tends to center in the family in Pakistan while it tends to center in the social group in the USA.

Each Government Department in Pakistan has its own type of Extension program. There are lines of communication from the top down in each of these Departments instead of coordination such as in the Agricultural Extension Service of the United States.

Research facilities in Pakistan are not adequate. Universities do not have instruction in rural sociology or have facilities for Bureaus such as Bureau of School Service and the Bureau of Community Research.

Community organization differs in structure and social pattern.

Illiteracy is high in Pakistan, especially in the villages. There are no public schools. Financial resources of the villages are very low. The farmers live in villages and not on farms.

Villager's farm holdings are small, in some cases 1 acre for a family of four. One person's holdings are divided into separated plots. Fifteen acres is considered an average for an "economic" holding. Villagers lack information for want of education and audio-visual aids. The Government must help villagers by providing money and facilities for their projects.

Shareholding is done on a 50% basis, with the farmer furnishing his own oxen, fertilizer, etc. (Government has subsidized some fertilizer.)

There are no facilities for banking at low interest rates in the villages.

There is lack of communication among different parts of the country. Few radios; few newspapers, few books, few telephones, little mobility. Farm roads are built by the farmers. People are not seeking help. American "value": "If you are doing all right you can still do better" is not present in Pakistan villages.

The study group expressed a desire for:

Instruction in Agricultural Extension methods.

Formal classroom teaching in the principles of sociology.

Classroom teaching in the principles of human relations and group dynamics.

Training in the fundamentals of Community Development techniques.

The Families Visited, and Their Farms.

One family, here presented as an example, consisted of a man and his wife in their early twenties and a daughter of 14 months. They lived about 4 miles from the village. The home had electricity, telephone, television, radio, electric washing machine, and cooking system. There was an electric refrigerator and electrically pumped water system.

Near the house were a few buildings including a chicken house, hoghouse, machine shed, and a garage. The family had two cars and a truck.

The family owned 75 acres of land and farmed in addition to this 290 acres which belonged to the man's parents. He receives 50% of the net income of the farm which he manages.

The wife has no servant. If the farmer needs additional help during the harvest season he employs day labor at \$6.00 a day. He has a tenant to help with his dairy farming, otherwise he does all the farm work himself. He gives his tenant a good house and 50% of the net income from the dairy.

The entire farming operation is done by machinery with two tractors, a bulldozer, cultivators, plough tractors and disc harrows, two wagons, harvesters, and many other tools and accessories. He has his own work shop where he repairs his own farm machinery.

He raises 65 acres of corn, 5 acres of tobacco, 10 acres of barley, 20 acres of alfalfa. He would raise more tobacco but the government has restricted tobacco acreage to keep the price of it high enough to assure the farmer's an adequate return. However, before sowing his crops he does mix fertilizer into the soil, thus producing as high yield per acre as he can.

He raises, also, 14 stands of bees, beef cattle, beef heifers, 40 hogs and 150 units of poultry. He especially enjoys his dairy farming. He had 34 cows, but now has 27 since he recently disposed of 7 due to their producing less than 6000 lbs. of milk apiece per year.

The dairy building is about 3 furlongs from his house, and located on the same tract of land. About 5:00 a.m. he goes to the dairy to milk with his two electric milking machines. He milks again about 5:30 in the afternoon. He keeps a record on every cow, called a Dairy Herd Improvement Sheet. On this he records the daily output of milk and the cows health record. The cows are each checked every month by a Dairy Inspector, and regular samples of each cow's milk is sent to the University for bacterial examination. The Dairy is also inspected by a Sanitarian who makes suggestions about improving conditions. He now has a "grade A" dairy.

Before milking all pails are washed. Afterward the milk is filtered into large cans and refrigerated. Some of his milk is taken into the village to a pasteurizing plant. What cannot be used there he adds to the milk of a dairy cooperative and transports the entire lot to the city where it is sold to a large dairy. For transporting the milk for the cooperative he is paid 45¢ per 100 pounds.

His farming income is between \$6000 and \$8000, with expenditures of \$2500 to \$3500. His dairy income is about \$7000 of which about a third is expense. His net share amounts to about \$2000. Thus his total income from his whole operation is between \$5000 and \$6000.

He knows most of the diseases of his cattle and seldom calls his veterinary. He treats the animals himself. But when he calls a vet he pays the vet for his services and for the medicines used.

He has made many big ponds on his farm. These are used for collecting water for stock and for cropping. They also help prevent floods and to assist in soil erosion. Water for drinking comes from wells and is electrically pumped into the house.

He borrows money to finance his farming from the Federal Loan Company or from a National Bank. It is repaid in easy installments, over a long period, if necessary, and at interest rates of about 5% or 6% per year.

Social Activities.

Mr. G. and his wife are members of the Utopia Club. The club members meet in one of the members houses and discuss the problems of mutual interest. Mrs. G. is Secretary of the club.

Mr. G. is president of the Livestock Improvement Association. This association is mainly responsible for the improving of the quality of livestock and also holds a fair and sells calves. Before taking the calves to be sold each one is inspected and vaccinated.

He is also a voluntary member of the 4-H club and recently received a certificate of merit at a recognition banquet held by the Rotary Club. He is also a member of the Farm Bureau and the Lion's Club.

He and his wife have many friends. They often visit their neighbors or invite them to their home for dinners. Both of them are Methodist and strict believers in their faith. They do not drink. They attend church meetings both on Sundays and other days.

Mr. G. is a very progressive farmer. He is also keenly interested in community affairs. He helped in raising subscriptions and memberships and getting donations for a 50 acre plot which has been purchased by the Farm Bureau for the construction of a recreational center.

He is very fond of television. He and his wife spend much time watching it. He is a good basketball and baseball player. He spends considerable time reading the many magazines, pamphlets and books in his library. He has over 100 books on dairying. The magazines included True Story, True Romance and a few detective stories.

Topics of Conversation.

These people spoke mostly about farming, and improving their farming about sports, children, and a little about politics. Although they like most government officials his wife especially hates one high state official. They speak very freely about their likes and dislikes, criticizing whomever they choose.

They also discuss the news in the two papers, a local weekly and a city daily.

The families visited all lived on farms ranging from about 250 to about 650 acres. All owned their farms although several were still paying for them. Each home was located on the farm land itself and was away from the village. And each farm was a compact piece of land surrounded by some kind of fencing.

The families were in most cases a man and his wife and one or two children. But one was an older woman whose children had married and who had chosen to live alone on her land than to go to the town or to live with the children.

The father of the family usually rose about 5 in the morning. He would then go to the barn and milk his cows and care for his other animals. Then he would return to the house for breakfast with the family. After breakfast he returned to his farm work, or went to town to take care of business. In one case the farmer had a job in town as a builder in addition to his farming.

All of the farmers belonged to several or many organizations. Some of these met at mealtime and had a program and discussed some civic project. Others were farm-related organizations. All members of the seminar spoke to some of these groups.

The farmer would return home in the late afternoon, have supper with his children and wife. After this the family would sit and talk or watch television or go to some social or educational event.

The mother of the family would arise when her husband did or shortly thereafter. She would cook breakfast for the family, help the children get ready for school, assisting them with any school lessons that had not been finished. After breakfast some of the mothers drove their children to school. In other cases the children went on a school bus and the mother would begin her housework. No family visited had a household servant. The mother did all the housework and did it efficiently and well. All could cook, sew, decorate the house, clean, wash, iron and do whatever needed to be done.

All of the women had many electrical appliances including a vacuum cleaner for cleaning rugs and upholstery, a refrigerator, a freezer, a washing machine, a dryer for clothes, a beater for cooking, and other things. The time saved by these articles was used by the woman in participation in many organizations.

Some of the women raised their own chickens which furnished eggs for the house. Some had kitchen gardens. At least one kept the farm and household account books. One of the women had a part-time paid job in town. All of them did some kind of volunteer work in the community.

After the women were through with their housework they would attend a meeting at the church, or in the town or in a friends home, or in the school. Or they would read or watch television.

The mother cooked the evening meal with the help of the daughter. The husband often helped in the kitchen enjoying the companionship with his wife.

Women were as free to travel about as their husbands. They all drove their own cars, and nearly every family had more than one car, in addition to the trucks.

Since every farm has a telephone this was used frequently. The women especially talked over it making plans, exchanging recipes and ideas.

The women preserve much food in cans or in their freezers. But they also buy many things at the grocery stores, where over 8000 different items are available. Little food is wasted because it can be saved for several days in the refrigerators and for longer periods in the other ways.

Women are friendly and frank. They are free to speak to whomever they wish and to go wherever they wish. They are all as well educated as their husbands and most are very religious.

Although the farmhomes are separated at some distance from each other the farm family is not isolated. Good roads lead to every town and to the farms in between. All families have telephones. There are many means of communication in the form of magazines, television, radio, and newspapers. Every family visited takes two newspapers, one the local weekly, the other a daily paper from the city. There are many meetings, and many gatherings of a social nature. The women go frequently to the churches for services and "circle" meetings.

The children are taken to school either by their mothers or by a school bus. After staying there most of the day they arrive home again in the late afternoon, often after dark. Again they are taken in the school bus, or by their mothers or by some friends who drive a car.

In their school they study a wide variety of subjects, both classical and practical. They are very interested in the ways that other people in the world live and ask intelligent questions. Mainly their questions are related to marriage and its problems, recreation, games, dances, schools, houses, family life, age of marriage, ladies dress, means of conveyance, choice of girls and boys in marriage and occupation, religion, and industry.

Schools are all co-educational throughout. And the girls have boy-friends and the boys have girl-friends. They participate in all sports and social activities together. Before one is married a girl or boy will have had many friends of the opposite sex. Sometimes their freedom is not approved by the elderly people. But usually it is accepted as a normal part of life.

After school the children help their parents at home. The girls help prepare for the evening meal. The boys help on the farm or care for their 4-H projects. They spend time at home reading, and some in watching television and some in studying. After their evening meal they may join their parents in attending some social function or some sporting event, or they may go with friends their own ages, either boys or girls.

Family conversation is usually about improving the farm, sports, children's activities, school or church projects, civic affairs or politics, local, national, or international. They speak very freely about politics, criticizing any official or any policy of which they do not approve.

The kinds of literature found in the homes included many books, pamphlets on agriculture, love story and detective story magazines, farm journals, newspapers, church magazines, other magazines.

When a son married his self-chosen wife he either buys or builds a home for himself and his wife away from the home of his family. Sometimes these homes are away from the farm. Sometimes the son continues to help with the farm, even becoming a tenant of his father. In this case his house may be built on the farm. When the son is his father's tenant the father furnishes the house, and the son does the farming in return for 50% of the net income. This does vary somewhat with different families.

Most American families are religiously inclined, though this is not understood outside the country. This is shown in the "pure and pious" expressions of many of the women. It is shown in the custom of saying a prayer before meals.

All of the families visited had an active church affiliation, but probably city people do not attend church as regularly as rural people.

The churches play an important part in the life of Americans. They encourage much of the volunteer service in which nearly everyone participates. They have organizations for every age and every class of person men, and boys, and girls. They also have groups for families, and for women and men, boys and girls.

Sunday Schools are vital in giving religious instruction and in encouraging volunteer work. There are Sunday School classes for people of all ages, from infancy to old age.

As in other kinds of groups there are probably more women active in church groups than there are men.

Recreation

Boys and girls of all ages spend much time together. They are both interested in sports as are their parents. While the boys play basketball, the girls and other spectators support the players with loud yelling and some of the girls lead the yelling by jumping up and down and waving their arms.

In 4-H Clubs the boys and girls have projects in which they work on something in which they are interested. The boys often own their own cows which they raise for money making and profit. The girls usually have home making, or sewing or decorating or cooking projects.

In the rural newspapers the activities of the 4-H Club members are often discussed. Included in these activities are various competitions including some which offer scholarships for further studies.

The money raised in the 4-H Club projects helps the children to learn to handle their own money and helps prepare them for their future life.

The various kinds of recreational and social activities that were observed were:

1. Groups that met for purely social or recreational purpose. Both boys and girls, and men and women, and families participated in these. Some of these groups were organized and met at regular intervals. Others were invitational and unorganized.

2. Groups meeting for the purpose of improving livestock, or some other form of farming.
3. Groups meeting for a meal following this with a program of some sort, and having discussion, planning or action for some community project. These involved volunteer service to the community
4. Church meetings of several kinds. Circles in which women met together, had a religious program, and then discussed some kind of community or church project, and made plans for action. Formal church service on Sunday morning, in which white people met together, or Negroes met together. Men's meetings similar to the women's circle meetings. Sunday School classes for all ages of men, women, and children.
5. Sporting events such as basketball games, which were played by young men, but watched by all ages of men, women, boys and girls.
6. Family gatherings usually held on Sundays, though parents visit their children and children their parents at almost any time.
7. Pot Luck meetings. To this each family brings some article of food, and all of the food is placed on a table with everyone else's food. The guests then choose from all the things that are brought as in a cafeteria. These are sometimes for purely social purposes and sometimes precede organizational meetings of some kind.

Farm labor in some of the areas visited in Kentucky is scarce and expensive, because many young men migrate to cities. At harvest time each man is paid from \$6.00 to \$10.00 a day according to the locality and demand.

Many farmers have tenants whom they provide a good house, which usually has electricity and plumbing, and whom they pay 50% of the net income from the crop for which the tenant is employed to grow.

Some farmers have "hired men" who live with the family in the house, or in a building near the house, and who take their meals with the family and are paid a regular wage.

When a tenant is not busy with his crop he is sometimes employed by the farmer or the farmer's wife to do extra farm or household jobs such as repairing fences or working in a garden. For this he is paid by the hour or by the day.

Most tenants have their own cars, and a garden, the space for which is given by the farmer, and a cow. The farmer provides all the fertilizer and the seed and the farm machinery. At harvest time the tenant is expected to furnish sufficient help to bring in the crop.

But most of the labor on a farm is done by the farmer himself. He is assisted only by his tenants. The farmer probably does his own milking, with machines or without, his own planting and harvesting. If his animals are sick he treats them himself or calls a veterinary whom he pays himself. He pays for the medicine given to the animals. He understands machinery sufficiently to repair his own in his own work shop. He enjoys his work, or else he leaves the farm and goes to the city where he can get a job.

Farms are unified plots of land on which the farmer has his own house

and those of his tenants. He may have inherited the land from a relative. But more likely he has bought his land either from another farmer, or from his brothers and sisters, who had inherited it equally with himself, or from his living parents.

The farms visited by the seminar members ranged between 250 acres and 650 acres. And value of the land differed from region to region and from year to year.

The land was not being used to its fullest extent because the government, in order to keep prices high enough for the farmer to be assured of an adequate income, had limited the acreage that he could put into respective crops. The rest of the land was being improved or was allowed to grow into timber, or was used for making ponds for erosion control and to collect water for cattle and crops. Some of the farm land visited had cost as little as \$150.00 an acre but now was worth \$300 an acre. Other land was worth much more than that.

Some of the land seen had been put into the "soil bank". That is it had been removed from cultivation and was being improved. For this the government was paying the farmer a percentage of the normal income expected from that acreage.

A fairly typical use of land seen is this: on a 250 acre farm the farmer planted 6 acres of tobacco, his main cash crop, 12 acres of corn, which was fed to his livestock, 18 acres of rye. In addition to this the farmer raised dairy cattle, beef cattle, lambs, and enough poultry for the use of his own family.

Before planting a crop fertilizer is well mixed with the soil. Barn yard manure is spread on the grass producing areas.

All farmers visited agree that tobacco is their best cash crop. But the next is thought by some to be dairying, and then sheep raising. The practice of buying calves, feeding them properly until they are fat and then selling them is also profitable. Many of the farmers feel that they do not receive a fair share of the income gained from farm produce, that the business man gets more than his share.

Nearly all American farmers operate on borrowed capital. They borrow from a regular bank, or from a Government Land Bank. They can get long term loans for about 6% interest per year for buying land. They can get shorter term loans for buying equipment, stock and farm improvements for 5% to 6%.

Livestock is sold at auction houses. The farmer pays the house a small fee for the service, \$2.50 for each cow, horse, or mule. Each animal is bought by the person bidding the most for it.

Net income varies a great deal among the farmers known to members of the study group. The highest reported net income was \$10,000 a year, the lowest \$3000.

Nearly all the farms visited are electrified. Electricity is cheap. Labor is expensive and time is precious. Therefore much machinery is used, although machinery does not necessarily mean increased production. Houses and barns are electrified. Water is pumped by electricity. Household equipment is very largely electrical.

Every farm has at least one barn. Usually there are more. They are located within easy walking distance of the house. A barn costs a minimum of \$3000 to build.

All farmers observed had at least one car and one truck. Most had two cars and a truck and one or two had three cars, and two trucks. All had one or two tractors and such incidental tractor equipment as harrows, ploughs, disks, etc. All had certain haryesting and planting machinery. Most had a wagon or two. All had some kind of work shop with electrically powered tools. Several owned milking machines, corn crushers and hay makers. At least one owned a combine which he owned in partnership with a neighbor. All of the farmers had tobacco stripping rooms and equipment. Most of the farmers had "deep freezers", in which food can be frozen hard for indefinite periods. In addition to this some of them rented space in commercial lockers in the town, and paid \$1.60 a year to store 150 to 250 lbs. of meat or vegetables.

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USE OF VISUAL AIDS

By Joe Williams

Most of what we learn is through the eye (perhaps 85%); the rest comes to us through our other senses, largely through the ears.

A. Types of Visual Aids.

1. projected aids
 - a. motion pictures 8mm., 16mm., and commercail 35 mm.
 - b. slides 2x2, $2\frac{1}{4} \times 2\frac{1}{4}$, $3\frac{1}{4} \times 4$ inches (lantern slides, not recommended much now.
 - c. opaque projector - projects printed materials.
 - d. film strip.
 - e. television.
 - f. overhead projector - permits projection of material being written by a speaker. Lights may be on in room; speaker may face the audience as he writes.
2. flannel boards- made of peg board covered with felt, cotton flannel or terry cloth. Cards are backed with sand paper, flannel, felt or flock tite, which are available.
3. exhibits - these should involve color, motion, and is possible living things, i.e. plants, animals, people.
4. audio - aids
 - a. radio and television
 - b. recorders, wire, disc and tape.
5. graphs, charts, diagrams, posters, flashcards, maps, pictures, globes, mock-up (a model of something) display, cutaway (an open-sided exhibit, especially good for teaching mechanics) bulletin board, spotlight, chalk board.
6. actual item being discussed.

Projectors and Screens

A projector with a 500 watt or 1000 watt bulb and with a blower, is used by the University of Kentucky. It is wise to buy a case to protect the machine.

Projection Screens - square ones are best, probably 50 inch screen most satisfactory for all around use.

Cameras

35 mm. for 2x2 slides
 $2\frac{1}{4} \times 2\frac{1}{4}$ inch negative or slide
Movie cameras

Books recommended for discussions of visual aid use.

Preparation and Use of Visual Aids, by K. B. Haas, Prentice Hall, Inc.
70 Fifth Ave., N.Y., \$4.65

Audio Visual Materials and Techniques, by J.S. Kinder, American Book Co.,
55 Fifth Ave., N. Y., \$4.75

Visual Aids, Their Construction and Use, by G.G. Weaver, D. Van Nostran
Co, 250 Fourth Ave., N. Y., about \$4.50

Magazines, Popular Photography, and Modern Photography, and U.S. Camera.

Community Development

by Dr. Willis A. Sutton, Jr.

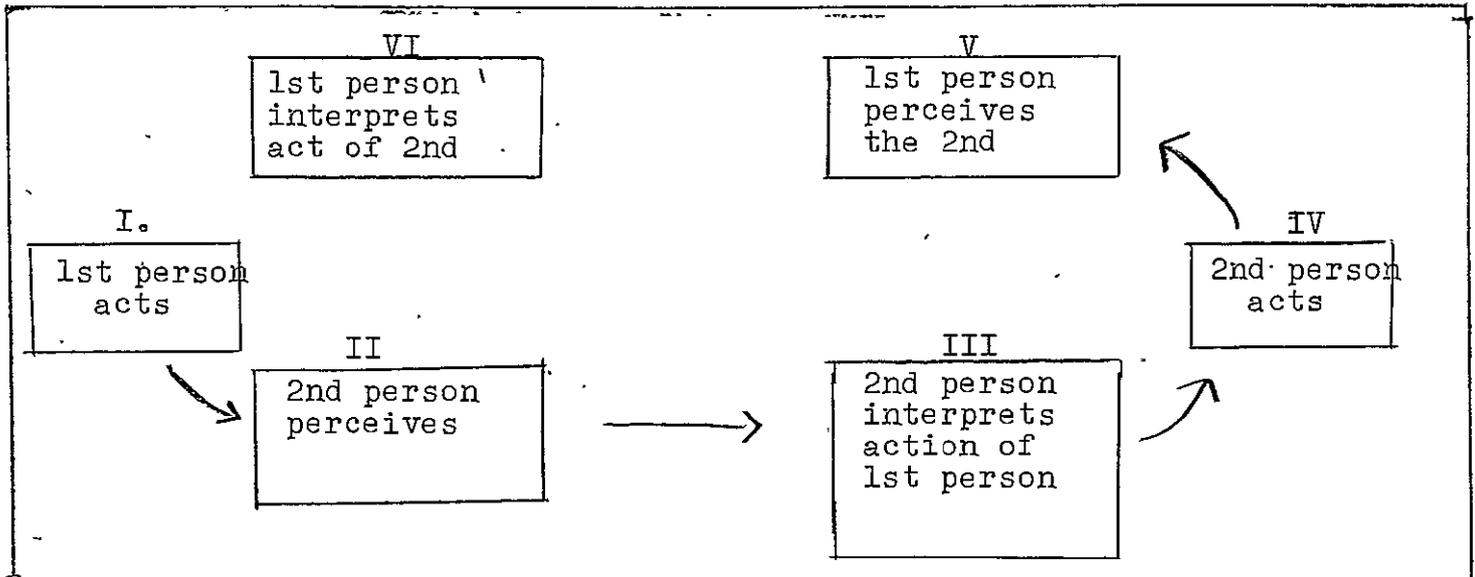
This subject was introduced by a movie called A Tale of Two Towns, showing how two neighboring towns proceeded to solve their own problems, and some of the difficulties that they encountered. It showed them discussing their "felt needs", listing these needs, consulting experts, planning and carrying out their projects. In human relations there was shown a change from lack of respect for the opinions of other persons to having respect even when persons disagreed; it showed people listening to others ideas, learning how others felt, respecting others feelings, actually expecting results, trusting each other, and accepting the idea that what is best for one person is really best for all.

Although there are numerous definitions of Community Development, including the official ICA¹ definition, the following definition seems to summarize the main points. Community Development is a process in which trained and understanding workers work with groups of people in such a way that:

1. The people in the groups become aware of the common needs they feel. (and in such a way that)
2. The people in the groups learn to work out their own solutions to these needs (in such fashion that)
3. The people in the groups sense their individual and group abilities and are stimulated to continue to use them in solving other problems or needs.

What is "social interaction"? The fundamentals of it can be described as a process in which one person acts and another responds to the action. The first person behaves in such a way that his action has meaning for the other person. The second person imagines or perceives what the first person is i.e., within his own predisposition and background he forms a concept of the other person. Then he interprets the behavior of that person within the context of his own past experience. Then the second person acts. The first person perceives or imagines what the first person is, according to expectations and predispositions of his own background. Then this same first person interprets the second person's behavior, and on the basis of his own background he in turn acts, thus completing the social interaction process.

¹Community Development is a term used to describe the technique many governments have adopted to reach their village people and to make more effective use of local initiative and energy for increased production and better living standards. It is a process of social action in which the people of a community organize themselves for planning and action; define their common and individual needs and problems; execute these plans with a maximum of reliance upon community resources; and supplement these resources when necessary with services and material from governmental and non-governmental agencies outside the community. Governments have learned that when local people have a chance to decide how they can better their own local conditions, better sanitation, greater literacy, and other desirable improvements are more easily introduced and have a more lasting effect.



SOCIAL INTERACTION PROCESS

Interaction is a mental phenomenon. It is "in our minds." Truth or facts are not as important in interaction as what is believed by the imaginer to be truth or fact. One's predisposition or past experience determines perception of truth or fact. And expectations of the other person determine the kind of action which will take place. For example, if an "expert" is invited into a community he is often expected to answer everyone's questions and to solve problems for the people. When he refuses, but listens and points the way for them to learn how to answer their own questions and solve their own problems he is acting contrary to their expectations and they feel frustrated. This is often a stage in the community development process.

People respond to each other according to their understanding of the situation. One does not respond to an act but to one's understanding or interpretation of the act. Sometimes there may be a lack of information or there may be misunderstanding. If, for example, a villager perceives a worker as a "government official", he reacts as he would to any other government official that he has ever known. He may tell the worker only what he believes the latter wants to know, rather than what the worker is trying to find out.

The Way Society Has Developed

Try to imagine two persons having been brought up in complete isolation from any other human being. They have no culture, because they have been taught nothing by any other human being. Therefore they have no predispositions, no expectations, no definitions of another's actions. This is, of course, impossible because no human could exist without some contact with some other human, he would starve or die from exposure.

In the process of becoming a human being one learns from others how to behave, what to believe, acceptable attitudes and values, as well as the technology of his society. He learns what to expect of others in

certain circumstances. The more isolated the society the more rigid are these expectations. Probably in Pakistan children are more like their parents than in the U.S., because in the U.S. there are many varieties of cultural influences.

Expectations tend to cluster around institutions and thus are taught to the children. They are involved in every phase of life. There are expectations about ways of raising animals, expectations about ways of living in a family, economic expectations, etc.

It is from constant repetition of these expectations that customs arise. People all over the world seem more or less inherently desirous of not hurting each other. But some things come to seem so important that they are willing to hurt in order to obey the custom.

When behavior becomes regularized and repeated over and over it is called a "pattern" of behavior. It has developed into a social structure.

A community consists of patterns of relationships. These patterns or social regularities underly all the day by day behavior. The expectations about these relationships are learned as culture.

Expectations mesh and supplement each other to accomplish goals. And left alone each community will develop expectations that meet its needs rather well. Left alone each will develop its expectations into traditions and values. And the longer these have been held without being disturbed the harder they are to change. Disasters such as floods, wars and famines cause contact with other communities which result in painful readjustments. It is comforting to know what to expect, and to know what is expected of you. But change, whether disaster or planned social change may be unpleasant, because it forces people to do things differently from what they had expected. And each change brings with it other changes, so that change in one area of life is felt in change in another area. Often the kind of resulting or secondary change cannot be anticipated.

Types of Community Groups

Folk Type: This is a small homogeneous group, - the smaller the group the more alike are the people. It is isolated. There is little specialization; nearly everyone does nearly everything necessary to live. What specialization there is is based usually on sex lines. There are few social groups, though there is always provision for the family and usually for religious grouping. There are face to face relationships. Values and beliefs are specific and firmly held, and generally held by all the members. Actions, behaviors and decisions are usually guided by customs; the individual doesn't have to make decisions about what to do. This is decided by what has "always" been done. There is a strong sense of belonging to the group and a well defined feeling about out-group. The society is well integrated, stable, unchanging. The members have a sense of security in their contacts among themselves.

Urban Type: This is a larger heterogeneous group. There is much social intercourse with other places and ideas. There is much specialization of labor, so that people do a particular job to further the ends of the groups; one may do nothing but carry away the trash, another nothing but sew on buttons. There are many social organizations that have formal structure and officers and stated purposes. The people have many

face to face contacts but they have many more secondary contacts. A person may see no one they know in the course of a whole day. There are many differing values, attitudes, and beliefs tend to be general and not specific. Actions are more frequently the result of choice than of custom, indeed often the group has no custom to direct a particular action. Therefore, the individuals are subjected to much strain, and little sense of security. The community is not well integrated. It is unstable and constantly changing.

Since folk-type and urban-type communities are so very different, any change agents, or community developers, must work differently. Pakistan must work within a stable system of relationship to promote more rapid change. In the U.S. it is sometimes necessary to discourage change, to help people stabilize a situation.

In both cases we must work within the context of the situation as it is. We must discover the expectations and behave accordingly. We must help people make their own decisions, and realize that we must be patient, not working too fast, especially where the values are opposed to change.

DISCUSSION FOLLOWING LECTURE ON COMMUNITY DEVELOPMENT

The goals and general philosophy of community development in Pakistan and in the U.S. is the same. Both approach people "where they are." Both try to work within the values systems. Both use the "felt need" as a starting place. Both try to involve as many people in decision making as possible. And both start with projects which can show quick easily observed results.

The community development worker must let people talk, must listen. He must bear the brunt of their frustrations as much as he is able to do. He must collect ideas, and put people in touch with others who have similar ideas. He must try to understand the "facts" in an objective way, but not expect others to do it.

How far should "self-help" be aided by government?

If the local community genuinely wants and needs something that is beyond its power to achieve, then government help may be necessary. In the U.S. this has been approached in some cases through "matching funds." The government sets aside funds for a certain purpose with the stipulation that it be given to communities which will supply through some local effort half of the needed money, if the government will supply the other half. Certain Foundations or industries use this system as well as government.

Sometimes the government lends money to communities on bond issues or to cooperatives as long term loans, expecting the money to be repaid to the government from income derived from the improvement (Rural Electrification) or from taxes (School bonds.)

Using local resources to the fullest is a test of the sincere desire of the people for the improvement. Sometimes it is important for the government to give help freely and generously at a given time; but this may result in requests from other communities not so needy and can be a serious problem.

Sometimes it is difficult to explain to people that the government cannot be responsible for every need of its people. Particularly this might be true in countries which have a tradition of colonialism and control from above, instead of grass-roots control. The U.S. is sometimes criticized for doing too much for other nations and "pauperizing" them.

Here again is an example of the community development principle that as many people as possible must be brought into the early planning and decision making phases if they are to be willing to work for a cause and not depend on other people to do the work.

Society and Culture

by Dr. James S. Brown

Basic Sociological Concepts

Society: The organized aggregate of human individuals who follow a given way of life. Society refers to a group of people who interact and cooperate with each other more than with others, who are inter-dependent, and who seek common goals. Any group of people who have lived together long enough to have organized themselves, and who think of themselves as a group, who have a "we" feeling, and mutual expectations of each other.

Societies have leaders and followers, patterns of authority, status and prestige position. A society may be large or small community, association, nation, may be used synonymously, because these have all the necessary elements.

Culture: Man's social heritage. Culture is the man-made part of the environment. It is the total way of life that is transmitted from one generation to the next. It is the part of the environment which can be communicated and learned.

It is impossible for anyone to know all the elements of any culture, but there are common cores that can be observed and shared. While the individuals in a society do differ, they have certain common expectations, patterns, institutions. Culture includes language, religion, family patterns, approved ways of perpetuating the group, ideas about division of labor, etc.

The process of learning a culture is called socialization, or education. This does not stop in childhood. It is accomplished through the family, through friends, through churches and schools, through human inter-relationships. When trying to change a society it is important to understand the socializing agencies. When the socializing group is small and isolated the society tends to be conservative and resistant to change.

Culture has both overt (easily observed) aspects, and covert (hidden and not easily observed) aspects. The implicit or covert aspects of culture, are the underlying principles, the ideational, the essence, the true or "real" values, which are expressed through the explicit or overt aspects. Although culture exists only in people's minds, its expression and implementation are the overt elements. Both the overt and covert patterns are important and are inter-related. For example, family patterns are tied to religious patterns, economic patterns are associated with family and religion.

Institutions: Institutions are clusters of inter-related ways which implement the culture: family, religion, economy, politics, etc. Institutions are enduring, organized behavior patterns that exert social control for the purpose of meeting human needs and desires. If an institution is changed in one way, another aspect of it will change to achieve balance. In motivating social changes one must anticipate unexpected changes.

What Good is this Concept of Culture?

Studying culture helps man to understand himself and his behavior. It helps him understand how to work with groups. For example, we learn

through studying cultures, that everywhere there are class, and status differences, and because of these, individuals or groups may always react to other individuals or groups in certain ways. A government-salaried person may always represent authority and have difficulty in being accepted as a friend.

Knowledge of culture helps us predict some kinds of human behavior. It helps us to respect and have tolerance for other people and their ways of living. It makes us understand that we must take account of other people's ideas and stage of progress instead of superimposing our own plans on them. People must be understood within the background of their own culture, not ours, because culture makes people look at things in certain ways and blinds them to other ways.

Studying culture teaches us that while all humans have certain common goals such as survival, self realization, belonging etc. societies go about achieving these goals in different ways which have developed in the contexts of their geographical, historical, and physical isolation from other people. Knowing these things we are better able to change people, and know better what to expect from our changing them.

Factors Affecting the Culture of Pakistan

Discussion following lecture on Culture

While Muslims feel that their religion has no boundaries, still in Pakistan there are distinct geographical districts affecting the cultures of the people. The greatest of these geographical divisions is between East and West Pakistan. And within the major divisions, especially in West Pakistan there are cultural and geographical divisions. In East Pakistan the facts of over population and high rainfall have contributed to the people's being rice or fruit-eating, whereas in West Pakistan they raise much wheat, and various kinds of fruit not grown in East Pakistan.

Even the major languages differ. East Pakistanis speak mainly Bengali, West Pakistanis speak Urdu. There are many dialects in addition to these two languages.

The people in different parts of the country have different styles of dress, which is adapted to conditions of much rain or drouth, or to hot climate or cold mountain regions.

Religiously 85 percent of the 76,000,000 people are Muslims. But there are also some Hindus, Buddhists, Christians, Parsis and others.

The fact that some of these people are very isolated has made them highly resistant to change of any kind. This is true of the Tribesmen in the North West Frontier Province who are large of stature, and have much respect for physical prowess.

The village workers are trained in the Institute's nearest the areas in which they are to serve, and are chosen from villages of these areas. They are given training in "Customs" to make them more effective workers.

Values and Value Systems

by Dr. Howard W. Beers

Values are of two kinds, the Ideal Values or those that people think "ought to be", and the Real Values or those which they practice. Whenever one finds an ideal pattern he will also find a deviation from it. Communities and individuals, however, differ in degrees of conformity. Each degree of deviation from the expected conformity is an indication of some area of social change.

Should Community Development be concerned with religion? Or should it be divested of religious orientation?

The social scientist studies different religions, beliefs, and moral practices, but does not try to impose beliefs; he observes and remains detached.

The scientist collects facts; tries to discover how many feel one way or another, how deeply they feel as they do, and asks himself, "How can I fit in? What must I avoid? What points of contact have I?"

Religion is not a science, it is a system of beliefs which are held on faith and are not verifiable. Therefore religion is not open to scientific study except as it affects changes that are open to scientific observation. All religions do have certain elements in common that can be observed.

Just as it is important, in attempting to effect social change, to understand any underlying values of any culture, so it is necessary to understand religious values.

Studying cultures may be understood as a formula $\frac{a}{b}$ equals $\frac{c}{d}$. That is, the (a) approach to studying one (b) culture is different from the approach to studying a different culture, because of the differing value systems involved. One must study a culture within the value system of that culture. In a new culture there is continual change and amalgamation of values coming from many sources. All values are being challenged by some section of the population. In an old culture change is slow, values are crystallized and little challenge of the value system is permitted.

The heart of a culture is its value system. The value system of a culture can be observed not necessarily by what it is said to be, but rather by observing what people actually choose, what their major interests are, what people approve and disapprove, what they reward and punish, and what they will sacrifice for.

Values sometime conflict. Sometimes they are paradoxical. There is always a continuum among the people, from much agreement to little agreement, about conformity to the basic values of a culture. But the dominant values are those about which nearly every person in the society accepts as necessary to all.

The Dominant Values of the United States*

1. Achievement and Success of the Individual Person. The American believes that any individual person should have the right and opportunity to achieve as much happiness and material success as he has native ability

to achieve; that he must not be limited by class, creed, humility of background or family ties in achieving any socially acceptable goal that he desires to reach.

This is a characteristic to a certain extent of the Western civilization, in which the individual person is more important than any institution to which he belongs. In America it was furthered by the fact that in pioneer times individual effort was important in actual survival.

2. Activity and Work. This too grew out of the early history of this country. In order to conquer the frontier hard work and activity on the part of every person, man, woman and child was necessary.

3. Moral Orientation. Judgments are often made in moral terms, rather than in objective terms. For example, while it is true that international situations are decided on the basis of power, still most Americans try to decide them on what they believe to be "right" or "wrong."

4. Humanitarianism. People in America want to do some "good." They are not always wise in their actions and the "good" they do is often misinterpreted and leads to difficulties, but still they do sincerely want to help others. They are often clumsy in this and over-anxious to do a job for others instead of helping others do things in their own way and for themselves. Two-thirds of the American tax dollar goes for preparation for war or for payment of the last ways, and for assistance to other nations.

5. Efficiency and Practicality. Everyone - industrialists, housewives, laborers, farmers, educators try to be more efficient in doing whatever they are doing. People plan their work and ways of doing it so that they will have more time for other things, and so that they can accomplish more with the time at their disposal. Many people try to be more efficient simply because they enjoy the satisfactions of efficiency.

6. Belief in Progress. This is probably related to America's rapid growth from a wilderness to a powerful country. We have observed and experienced progress and therefore believe that there is always a better way to do a thing.

7. Interest in Material Comfort. Americans will go through discomfort in the present to achieve material comforts in the future. We want comfort because we can have it!

8. Equality. This is a value toward which we move. It is not like that of material comfort which has been achieved. We have not achieved equality. It is doubtful that it is possible of full achievement. But Americans are always working toward greater equality, sometimes reaching plateaus, sometimes slipping backward, usually moving forward slowly. In less than a hundred years we have eliminated slavery and now have the sons of former slaves in our government.

However, equality is an ideal value, not necessarily a real or

* As suggested by Williams, Robin, in his book on American Society.

dominant value. People are unequal at the start, by birth, family, opportunity, capability. There are differences in status, teacher-pupil, white-black, employer-employee, doctor-patient, etc. and there are differences in class. Yet in the sight of the law all persons are equal. It is only the hearts of the people which have not caught up with the law.

9. Freedom. Historically in America there was much land and there were few people. There were many resources, land, timber, minerals, water and each person was free to use these as he chose. Control of these and other natural resources is a new thing in this country.

Women were free and so were children. Women were once thought to be inferior, but science has shown this not to be true.

Children are given much choice in making their own decisions. As they are mature enough to accept responsibility for their behavior they are given choices of various kinds. Now we hear of the "child-centered" school rather than the education-centered school, the "child-centered family" rather than the family with children.

10. External Conformity. Mass communication in the United States is resulting in an increase of conformity. People are becoming more and more alike. Dress is similar throughout the country, houses are similar, language is the same, each person possesses items similar to each other person.

11. Science and Secular Rationality. Experimentation in science is highly valued in the U.S. If an idea can be quoted on the authority of "science" it has prestige. Much research is done by private companies as well as by the government and by educational institutions.

12. Nationalism and Patriotism. Americans are highly ethnocentric. That is, they sincerely believe that there is no country in the world as righteous and worthy as their own. This is partly because the United States has been isolated geographically, and in part it may have arisen in its extreme form because the U.S.A. has been a haven for people from so many oppressed situations. There has been a public opposition to entering international wars or politics and a desire to keep aloof of all entangling alliances. This country is therefore nationalistic rather than internationalistic.

13. Democracy. There is a belief that each individual personality is important and should be given an opportunity to express itself in decisions effecting the group. Democracy is a way of life that denies that any one person has a right to control the life of another without the other's consent, unless the safety of the whole groups is involved. It is the opposite of authoritarianism which holds that some persons have the right and privilege of imposing their ideas on other persons regardless of the wishes of the other persons.

America has families that are democratic and those that are authoritarian. There are in this society groups with all kinds of structures, all involving certain amounts of happiness and unhappiness. We may be losing the democratic type of organization because this is easier to have in a small group situation. Many authoritarian types of groups are forming in this country.

The work "Democracy" originally came from the Greek and meant government by people. Authoritarianism can be illustrated by observing an army in which all decisions are made at the top and are expected to be obeyed all down the line. Democratic government in the U.S. is through the elected representatives of the people being governed, the representatives of the people being governed, the representatives being responsible to the people rather than to the Government.

14. Racism and Group Superiority. The typical American probably feels superior to someone somewhere, but this is not always the same someone. People in the west may feel superior to orientals, in the south to negroes, in the middle-west to central Europeans. City people may feel superior to rural people. But none of this is necessarily true. When Americans do have feelings of superiority they rationalize them to make them fit their total outlook on life.

Summary. There are many thousands of individual values in the United States, but most can be discovered within one of the above general categories. Everything that one sees in a society can be explained as being either in conformity with or in violation of that country's value system. The longer a society has been isolated from other societies the more resistant to change will be their values. And yet to understand and work with people effectively one must adjust and work with them through their own value system.

Social Organization

by Dr. Milton Coughenour

Social Relationships

People have standardized ways of reacting with other people of varying categories. These standardized ways are "social relationships" or behavior toward each other. This is action and reaction, i.e. interaction. Social relationships involved regular ways of interacting according to expectations of the categories of people. A category is a grouping with common identifying elements such as: male, female, old, farmer.

Social Organization

a. Primary groups: fundamental; the most important to the persons involved; they influence one's social nature; we learn our "human" characteristics in primary groups (as sympathy, humor, honesty, morality.)

The characteristics of primary groups are: intimacy involving the whole person; physical, intellectual, spiritual, emotional. Deep understanding among members; freedom to express inner needs; members so well-known by all that pretense is not possible; there are no specialized interests served, but the total interest of the group is the important factor; involuntary membership (no choice; individuals are members through circumstances).

b. Community groups: those organizations of families and other social units which are mutually dependent for the satisfaction of a major part of their daily needs and which are located in close proximity to each other.

The community is larger than the primary group; it includes many individuals, organizations, and institutions; has many functions; includes special interest groups.

Among the elements found in a community there are power, prestige, authority, stratification.

c. Association: a specialized group in pursuit of some specific goal; sometimes referred to as a secondary group. Examples are civic clubs, farm organizations, extension groups. They have rationally thought-out norms. They are typical of American life, in which there are many associations.

An association is built around some special interest. When this interest is not served the association tends to die or else the interest must be changed. It has voluntary membership. It may spread over wide geographical space and thus not be confined on a map. It has formally defined statuses and roles, and expected behavior within positions. This is in contrast to family and friendship groups, which are not formalized. Associational patterns are formalized as written rules. There is less frequent interaction in them than in families or communities. They meet only when concerned with their own specific goals, which involved personal needs and motivations of members. In primary groups, the group ends are furthered; in associations, individual ends are furthered. Association goals are achieved "efficiently." The practices involve the best ways of doing the task.

There is a "spreading" tendency in the development of many associations. They start with one and others grow up in other communities. They have a hierarchy of organization at the state and national levels. They can grow rapidly because they are rationally developed and meet particular needs.

Unlike the primary group in which everyone works together, associations have a division of labor, specialized jobs.

d. **Society:** This is a group of people who have become a spatial, cultural, and functional unit. It has a geographic area. It is larger than a community and has more functions than a community. Behavior on a societal basis is different than on a local basis. A society may have a constitution and may have separate judicial, legal and executive functions. A society has a unique cultural heritage.

e. **Ephemeral groups:** these are the crowds, the audiences, the transitory publics. They are short lived.

Crowds

There are two kinds of crowds, mobs, or action crowds, and expressive crowds. The expressive crowd has no goal outside itself. Examples are dances, traffic congestions, etc.

The stages of the formation of an action crowd are: prehistory of uneasiness and frustration; the catalytic event; the milling process of self excitation; the emergence of a common objective; the emergence of and assumption of leadership; disintegration.

Audiences:

There is almost no communication among members of an audience; reaction is almost entirely one way, from the performer toward the audience.

Public

This is a loose association of individuals who are engaged in common issues. An issue is basic for the formation of a public. Public is a decision-making organization formed around an issue; it dissolves when the issue is solved. A Public never takes action, but it decides courses of action and then legislatures enact the laws and executives execute them.

Mass Behavior

Mass media includes radio, television, newspapers, magazines, etc. which are available for everyone to receive. Mass behavior involves no public discussions of issues, and there is no individual decision.

Social Stratification, Leadership and Power

by Dr. C. Arnold Anderson

Social class and power appear and disappear. In the USA they are determined by one's family, amount and source of income, education, the numbers and kinds of people who one controls. Other factors in stratification are one's religion, race or national origin. The place from which one's family emigrated and the length of time one has been in this country are very important. Each group that has come has been looked down upon by those who came earlier.

However, in the US the criteria are only loosely associated with personal status. For example, knowing a person's occupation does not tell about his income or education. Many persons in the higher classes are poorly educated; many persons with much education have poor salaries. In some countries and in this country 200 years ago if you knew a person's occupation you knew a great deal about him. This is no longer true. And what your father did for earning a living does in no way determine what the son will be.

As time passes there appear greater differences in income. Then the process reverses and incomes become more uniform.

Negroes

There have been only 3 or 4 generations since the end of slavery. During this 100 year period there has been the most rapid re-acculturation of a mass of people that has ever occurred in history. This began with an impetus from the top. Educated people motivated giving the Negro education, voting privileges, and other opportunities such as better housing, freedom of movement and more equality with the former masters.

The major reasons for the change in the status of Negroes was to relieve the shortage of labor. Laborers were treated better so that they would work more willingly. In depressions discrimination increases. And second, the vote of negroes was important to politicians. A voter is valuable whether black or white. In some places in this country the Negroes hold the balance of political power.

These reasons have been factors too in the emancipation of women in this country.

Features of an Industrial Economy

An industrial capitalistic economy operates to loosen the status system. An industrial economy is dynamic. It is always demanding more skilled workers, and thereby motivates better schooling. All kinds of jobs require better schooling now than twenty years ago. As competent laborers, individuals can excel and increase their own status.

The US has more farm owners today than thirty years ago. There are more family sized farms. Many farms are disappearing, but they should since they are not needed and industry does need the labor. The small farm is not an "economic unit" and is being assimilated into larger economic units.

Farms in the USA are not subdivided among the children of the owners. Usually one son takes the farm and the other children, given money or other property buy out the one son and then go elsewhere to buy, or go to the city to work and live.

An industrial economy forces people to migrate, especially to migrate from farms to the city. The test of a growing economy is the amount of movement from rural areas to urban areas. In the USA one out of every six families lives in a different house this year from the one in which they lived last year. One family of every ten lives in a different State now than in the previous year.

The USA is sometimes criticized for industrial monopolies, but there are no more monopolies today than 25 years ago, and are probably fewer. The very large companies do not have a larger share in the profits of the country than the many smaller businesses.

There is continual competition for materials, services and labor, which keeps the economy fluid. The chances for people to move the scale of status are not diminishing. Skill, ability and education are very important regardless of one's social position by birth.

The pattern of consumption in the USA is dynamic. Three-fourths of America's families now have television. This has all occurred in the ten years since the war. Nearly all families own an automobile. It is believed that every person in America is entitled to live as comfortably as any other. One reason this belief is encouraged is that business men want to sell more of their products. Even people living on relief grants usually own a radio, and often a car. They have electric lights and plumbing if their neighbors have. Mass production produces cheaper articles and everyone is encouraged to buy them.

Distribution of wealth is more even in the USA than in most countries. This is due to the above conditions. There is less difference in status and way of life here between high and low income groups than in any country in the world.

In Russia, for example, wages differ very widely. This is an indication that Russia is going through the first stage of industrial development.

Education

At one time in the USA if you knew a person had a high degree of wealth you could predict the amount of his children's education. This is not true today. Persons with high "intelligence" are now more likely to become educated regardless of his origins. Also the correlation between education and occupation is becoming closer.

It is much easier now for a poor person, a Negro, or a woman to obtain an education. In the US the average woman has a higher education than the average man.

Once our educational system was aristocratic. Only aristocrats received higher education. We do not assume that highly educated people should have higher status. Most of them do, but no one is surprised if they do not. A university graduate may accept any kind of job, one in which he uses his hand and man power or one in which he uses his brain power. Education does not prohibit the college man from physical labor.

People are judged by their ability to produce. The relation between occupation and education is not very close. One cannot predict one from the other.

In this country 95% of the fourteen year olds are in school
 40% of the eighteen year olds are in school and
 20% of the twenty year olds are in school.

From every 100 children who are in elementary school there are 35 who are in secondary school. For every 100 in secondary school there are 30 in college. Many educators feel that this is too high a percentage and that many young people who are at college should not be there. But on the other hand there are many who are not that should be, if their potentialities are considered.

In the farm states of Utah and Iowa, among the young adults who are between 25 and 30 years old 2/3 of the children of farmers finished secondary schools.

However, in the south among the Negro farmers secondary education is much lower, and the Negro city children have more education than the children of white men living on farms.

In Italy the children in Universities are the children of professional men. This is true in the USA too, but in Italy one-third of the low income people get 2/3 of the total income, but the richest 1/3 gets 43% of the schooling. In the USA, 1/3 of the highest income people get 1/10 of the total income and the poorest 1/3 gets 22 % of the education.

Q: Do Negroes run for office? And do white people vote for them?

A: Yes, there are Negro Congressmen, Councilmen, School Board members, etc. in both the north and the south.

Q: Has there been a limitation on Negro voting?

A: Yes, there always have been places where Negroes could vote, and other places where they could not. However, the number of places where they are expected to vote is growing steadily.

Q: Are there de facto restrictions?

A: Yes, but this is also true in the same localities with the white citizens. There is the poll tax for both. And then many who are not wanted as voters have been told that they will lose their jobs if they vote. This too is changing rapidly and in a short time will not exist.

Negroes are increasing more slowly than whites, but the differences of increase are not great. Birth rates among poor people are higher, but so are the death rates. There are more Negro women who are widows, and more Negro children who are illegitimate.

Q: When did compulsory education begin?

A: This depends on the state. In Massachusetts it was begun in the 1600'S, but in one of the states it was not required until the present century. Education is a local matter. Even where there is a compulsory education law there is often poor enforcement in some places. Public opinion enforces the laws, more than do the laws themselves.

Q: What are the inheritance laws?

A: There are none, except that a widow does receive 1/3 of the total estate of the husband. However, by custom one son usually remains on the farm. It may be any son, not necessarily the eldest. It is usually decided by the family and often discussed and agreed upon before the death of the parents. Usually the son who is staying buys the other children's share in the farm and they go elsewhere, either putting their money into another farm or going to the city. A man can give his property to anyone he wishes. A farm may be given either as a gift during the lifetime of the parents or as willed property.

Discussion following Dr. Anderson's lecture.

Q: How is status determined in Pakistan?

A: Status is important, but ideally there should be none. Vertical mobility is possible now. Negroes are accepted in any position, yet there is some racism. Some provinces feel superior to others. Family is important, and people are proud of their blood lines. Wealth is important. Wealthy people are coming into prominence and are respected.

Q: What percent of Americans are farmers?

A: Between 12% and 15% of Americans raise all the food required for this country and in addition to this raise a surplus, which has been a serious problem. Small farms are being eliminated. The number of very large farms has not changed, but the family farms are increasing.

In Pakistan small farms are increasing. 85% of the population are agriculturists. The rest of the 15% are divided among unemployed persons, Government officials, laborers, etc.

There is need in Pakistan for more education, and for different industries, and a need for stopping the subdividing of farms. Primary education is compulsory for boys up to the fifth grade. This has been true for the past two years. It is still experimental in some zones.

In US there are municipal schools and rural schools. In some cases books are furnished by parents, and in other cases books are furnished by the school districts.

In West Pakistan the Ministry of Education coordinates education. The supervisory staff of the provincial government supervises all schools and expresses needs of schools for governmental help. There are four general types of schools:

1. Those supported by municipal taxes, and subsidized also by the national government.
2. Those supported by District Boards (rural areas) and by local taxes, and may be subsidized also by the national government.
3. Government schools for which the national government supplies all the funds.
4. Schools owned by private organizations such as Hindus, Parsis, Sikhs, Muslims, Christians. These may be subsidized also by the government. They are called aided schools and consist of about 5% of the total. In some regions elementary schools are free and in some places the boys have to pay to attend.

About 70% of the students in West Pakistan go to Government schools. In rural areas one seldom finds any other kind, but in cities there are all four kinds.

East Pakistan's system differs somewhat, but in most essentials the two systems are the same. Most of the schools were started as private schools, but the government later took them over and they are supported by the District Board 85% are now operated by the District Boards.

Q: What is a "town" in Pakistan?

A: When 75% of the people are engaged in industry, or services or other non-agricultural pursuits, the place is called a town. A "city" has a population of at least 100,000, otherwise it is like a "town."

Q: Who operates the high schools in Pakistan?

A: A very few are run by the government, but most are privately supported, yet are often aided by government, and from fees, and from gifts from the public. There are 1200 high schools and 4000 elementary schools.

Federal Government of Pakistan.

The President, who must be a Muslim, is elected by the National Assembly. The Prime Minister is chosen by the President, and he chooses the cabinet. There is one house, the members of which are elected directly by the people. There are 310 members of the house, half of whom are from East Pakistan. There must be ten women in the National Assembly. Men vote only for men, but women vote for both men and women.

There are elected governing bodies at each level, except at the local level.

In West Pakistan the divisions (levels) of government are as follows: there are fifteen divisions headed by Commissioners, then comes the Districts, then the tehsils, then the thanna or "police Stations." Each town and village has its own police station.

In East Pakistan as in West Pakistan the Governor is appointed by the President of the National Assembly. Then there are Divisions, then Districts, then subdivisions, then police stations. In addition to these there are the Union Boards which include 10 to 15 villages, and finally the villages. The District Board's members are elected and have their various departments.

The Institutes for training village workers are controlled by the Regional Directors, with the Principals next in charge. There are nine instructors in the following fields: agriculture, horticulture, animal husbandry, health and sanitation, home economics; education, cottage industries, cooperation, mechanical engineering. In East Pakistan the staffs include specialists in fisheries also.

LOCAL GOVERNMENT

by John E. Reeves

The Federal Government of the U.S.A. has powers delegated by the constituent states; the state governments have "residual powers", i.e. those not delegated to the Federal Government. The State establishes local governments and decides what they can do. Therefore, the States are the focus of government, though more and more powers have been assumed by the Federal Government as time has elapsed.

The State, like the National Government, has three branches: legislative, judicial, and executive, which check each other. Many of the states need assistance but one state cannot levy taxes for another. Hence, the Federal Government has assumed taxing power for certain interstate purposes. Federally collected funds are usually allotted to states on the basis of the state's providing some proportionate amount, often on a matching 50-50 basis. Federal funds are used most extensively for agriculture, social security, highways, school buildings, public health, veterans services, interstate law enforcement, and development of conservation of natural resources.

Social Security includes old age pensions, aid to dependent children, aid for the needy blind and for the disabled, and unemployment insurance. Interstate highways are financed either on a 50-50 matching basis, or now on a 9-1 matching basis (the State contributes the 10%, the US Government the 90%). In Public Health, hospitals are assisted by the U.S. Government contributing about 1/3, the State 1/3, and the local group 1/3 of the total cost.

The matching system varies with the program. In ten of our States more than 20% of the total State budget comes from the Federal Government.

The Federal Government has no control over the States. However, a grant-in-aid to the States must be spent according to agreements with the Federal Government. This was contested in the courts as being an invasion of the rights of States to make their own decisions. But the Supreme Court said the State is free to take grants or not, therefore, it is not an invasion of rights.

LOCAL GOVERNMENT UNITS

There are different kinds of local units: county, city, township, school districts, special districts. Altogether there are about 116,000 units in the U.S. The distinguishing characteristic is that each is empowered to levy and spend taxes. Each is an arm of the State Government which performs distinctive functions according to the requirements of the State Government. Of these the most autonomous unit is the City Government.

There are 3,049 Counties in the U.S. Each State, except Rhode Island, is subdivided into counties. A city usually lies within one county, but a few are larger than any one county and may lie in several, as does New York City. The City of Lexington is situated within Fayette County.

Townships also lie within a county. The Township is a subdivision of a county, and includes not only the urban area but also the rural area. Townships are used in New England, and in the West. Cities are usually urban areas surrounded by rural areas which are not part of

the city. This system is usual in the South, but is also used in the West.

A Township has a governing board, an assessor, and a clerk. It has a few functions, such as building local roads, licensing, and caring for indigent citizens.

Counties have much the same functions within their jurisdictions. They have little law making power. The State makes the laws. The county enforces the state laws. It too provides care for indigents, and does local law enforcement within its boundaries. It enforces law in the city area if invited to do so by the city.

Cities can make many types of laws and enforce them. There are 6 classes of cities, according to size.

The governing body of a typical Kentucky County is a "Fiscal court," elected by the voters of that county. It is composed of the County Judge, who acts as Chairman, and of the Justices of the Peace or the Magistrates, (3 to 8 of these) who serve as petty judicial officers. Fayette County has a Commissioner Form of Government. The County Judge again serves as Chairman. The other members of the Fiscal Court are four elected Commissioners, not the Justices or the Magistrates.

The Fiscal Courts can levy county taxes, budget and spend these taxes. It appoints road engineers and pays for county roads.

The Magistrates and Justices try people for misdemeanors and can confine them in the county detention facilities. The Circuit Court tries felony cases, and may take civil cases involving more than \$50. It is required that it take cases involving as much as \$100. The Circuit Court sends its convictions to the State penal institutions.

Juvenile and domestic relations cases are the responsibility of the Fiscal court. The County Judge has final authority over these and their records much bear his signature.

The County also has the following officers which are not under the control of the Fiscal Court: sheriff, county clerk, circuit court clerk, coroner, jailer, county attorney, tax commissioner. All of these are elected and all are paid on a "percentage of fees" basis.

The sheriff collects taxes, and does some law enforcement. He is the bailiff, and summons persons to court. The clerk keeps records of licenses, incorporations, elections, etc. He is clerk of both the fiscal court and the county court. The coroner takes charge of dead bodies and determines the cause of death. The jailer keeps the jail and is paid according to the number of inmates per day. He is usually custodian also of all county buildings. The County Attorney defends the county's interests against transgressors. He assists the magistrates. The Tax Commissioner evaluates property for taxation.

The County police enforce law only outside of the city limits. However, the sheriff can make arrests even within the city. The City police have police powers within the cities. The State police have their jurisdiction only in the counties, not in the city unless invited to have by the city. Previously the State police served only as highway officers, but since 1948 their jurisdiction has been increased. They can, of course, cross county lines, whereas the county police cannot.

SCHOOL DISTRICTS

These special districts are usually county-wide, except where there are independent city school districts. Fayette County, for example has a School Board and District, and so does Lexington. They do not overlap geographical area served.

A school district is controlled by a School Board having from 5 to 10 members elected directly by the citizens of the district. The Board can set tax rates and levy taxes. It appropriates the money for teacher salaries and other school expenses. It employs a superintendent of Schools who recommends teachers and other staff members. But the Board must approve the staff.

SPECIAL DISTRICTS

These are districts which may assess and budget taxes on the basis of special need. There are, in addition to other Special Districts, Drainage Districts, Conservation Districts, Library Districts, Sewer Districts, Park Districts, etc.

CITIES

A city is a public corporation with a charter from the State granting it certain powers. Under its charter it has law making and taxing powers.

There are four forms:

1. Mayor - Council Type

This may have a strong mayor and weak council, or a weak mayor and a strong council. The strong mayor makes the appointments for care of public walks, streets, fire departments, etc. He often appoints the professional personnel. Often the council does not even approve the appointment.

The weak mayor presides over the Council and most of the officials are elected directly. The Mayor may make appointments, but these may serve with long overlapping terms. Councils vary in size from 7 members to as many as 50 or more. The number is determined by State law.

2. The Commission Type.

This usually has 3, 5, or 7 members. It acts as a legislative body and each member acts as head of an administrative department.

3. Council Manager Type.

This is probably the best type. It has an elected Council, which acts as a legislative body and chooses a manager, who is usually professionally trained. The manager sits with the Council and advises it. There is in this case no outstanding political leader.

4. Town Meeting Type.

This is direct government by the people, who meet together and discuss and plan. It is declining in prevalence in this country.

RESEARCH ON DIFFUSION OF IDEAS

by Dr. A. Lee Coleman

The ways ideas are spread, diffused, has been studied in several areas, medical care, family planning, farming, homemaking, etc. The understanding of idea diffusion is important to the subject of Community Development, to industry, to religion, to education of any kind.

We are concerned with differential diffusion. One farmer may accept a new technique, but ten years later his neighbor may not have accepted it. The U. S. uses such "change agencies" as the Extension Service to encourage diffusion. Pakistan uses the Village Worker. We know that all persons have problems--why do not all of them accept help to help themselves? We believe that non-acceptance of ideas harms not only the individual, but the nation as well.

The objectives of the research in diffusion of ideas are:

1. To describe the differentials (time-lag) that exist.
2. To discover the effects of time-lag.
3. To determine what kinds of ideas move most slowly, and most rapidly.
4. To learn what the characteristics are of the farmers who accept new ideas and of those who don't.
5. To find ways of speeding up acceptance on the part of slow accepters.
6. To discover the factor which assist acceptance of ideas.

The kinds of research being done are:

1. Identification of characteristics of farmers, ex. education, age, kind of land tenure, family characteristics, status, role, prestige, etc.
2. Identification of group characteristics of slow and fast accepters, ex. regional and sub-cultural differences, religions.
3. Relating this to results of studies in communication.
4. Describing the process of acceptance; stages, sequence, steps in community and individual acceptance.

It has been found that ideas are more quickly accepted by people with higher status, more education, more frequent participation in more organization, i.e. people seeing more other people. There are differences in whether the man owns or rents a farm. Owners are more motivated to spend money. Tenants differ widely. If the tenant can reap benefits from accepting ideas he is more likely to do so.

Attitudes differ in orientation toward new or old ways. This is seen particularly in attitudes about borrowing money. Most of the industry in the U.S. and most of our people borrow to operate their businesses. But farmers in general are slower to borrow. Studies show that borrowing assists improvement. Willingness to borrow depends somewhat on age. The younger middle-aged man, the more educated man are more likely to borrow. Borrowing stimulates the economy. However, some young men may be controlled by the father and prevented from borrowing, but when the same man is older and more independent he may have additional motivations, and he also has established his credit.

Group pressure is associated with the differential factors. If everyone in the community is slow to move ahead, then even a potentially progressive farmer is held back. On the other hand a slow, uneducated farmer may move faster than might be expected from the known individual characteristics.

Specific groups that are important in differential diffusion are: Locality groups, i.e. neighborhood or community groups which live together in a location and identify with each other; organizational groups; kinship groups; clique groups; social class; group leadership.

Farmers have been asked to give names of the persons whom they ask for advice. These farmers and their advisers are rated on the basis of high, medium, and low in farming ability. It was found that farmers go to farmers like themselves. This is due partly to group pressure factors, social-psychological factors. Wide differences in leadership and followership are not effective. The top level farmers go to the very top information services. The lower level farmers go to their own kind, and therefore remain low.

Communication

The components of the process of communication are: the originator of the message, the message itself, the channel or media, the receiver, the effect of the behavior of the receiver, i.e. response. If communication is successful there will be an effect on the behavior of the receiver, but the communication may break down at any point. Stimulation without response is not communication.

Much research has been done on each step in the process. But the media are found to be the easiest to study. There are several types of media, or channels of communication.

1. Mass media: the message originates in a small group or individual but reaches many. There is no personal contact. It is all done through such means as newspapers, radio, television, text books, pamphlets, etc.

2. Personal contacts: These may be with professional workers, such as extension agents, or teachers, or they may be with non-professionals such as neighbors, kinsmen, etc.

These are often with commercial people who are trying to sell their own product, seed dealers, merchants, etc. They usually have some knowledge, but are not unbiased. Larger banks frequently have agricultural experts to advise the banks' clients.

An important aspect of the medium is its availability. Most farmers in this country take a weekly newspaper, many a daily. Nearly all have radios and many have television. Textbooks are almost never used outside of educational institutions. Experiment station bulletins reach few farmers and many cannot read them with understanding, or will not make the effort to read them.

The use of the proper media is important to the county agent. The kind used is decided on the basis of the persons to be reached. Instructions are not well received if given over the radio, but the radio is good for motivating people. Seed salesmen are helpful in spreading ideas about use of their own seeds but are poor in promoting other ideas. Meetings are best attended by the better educated.

Characteristics of the sender and receiver:

Language - Perhaps a good medium has been selected and the message is good, but if the language is not understood completely the message does not come across. Vocabularies of different levels of farmers have been studied, as have their concepts and perceptions. It is known that if the sender is educated and the intended receiver is not the receiver does not listen. The sender may assume that everyone has a desire to be more efficient or

more wealthy, and fail to reach the intended receiver because he overlooks his value system.

The process of acceptance of an idea begins with awareness of the idea. Next follows interest in it, but interest does not necessarily arise because a person is aware. But if he is interested the idea may be evaluated, and then possibly tried in a more or less limited way. Finally an idea is either adopted or rejected on either a permanent or temporary basis.

Each stage of this process has certain media that are best adapted to its use. For example, in creating the awareness the radio may be best, or the newspaper, neighbors, or professional people. In the second stage, that of developing interest the mass media is still important. In evaluation the mass media are not good. Personal contact or bulletins are better. In the trial stage mass media are unimportant. Neighbors, or bulletins are better. In the adoption stage the media are not important. Then the professional worker is needed to point out errors and to give encouragement.

Adoptions of new ideas are very slow at first, then there may be a rapid rise in adoptions, finally the process slows down until it tapers off.

The types of persons adopting an idea:

1. The real innovator. There are very few of these experimenters. They are not the leaders of people, but they like new ideas and contact people from many places. They are usually highly educated, and are usually wealthier than the average and can afford to make mistakes.
2. The community adoption leaders. These have high community status. They are the office holders in the associations, are respected as being steady and dependable and have a definite following. They have outside contacts and more education than most, are well informed and have some capital.
3. The local adoption leaders. These are the informal leaders, but not the organizational leaders. They are on the level with the bulk of the farmers, who respect them as neighbors.
4. Later adopters. These are the ordinary farmers, not the leaders, but the followers.

THE TYPES OF CHANGE INVOLVED IN USING NEW PRACTICES.

1. Some changes involve much revision of habits, some little. Where change in the use of materials and equipment only are involved, such as changing from one kind of plow to another, or one kind of fertilizer to another, changes may be easily made.
2. More difficult are changes to be made in techniques and operations, as in changing to rotation of crops from single cropping.
3. Even more difficult are the changes requiring psychological adjustment, as when contour plowing is necessary after generations of plowing in straight rows.

4. Most difficult are those changes in which the entire type of enterprise should be made: changing from dairy farming to chicken farming, or leaving the farm altogether.

HOW ARE THESE LINES OF RESEARCH APPLIED?

Individuals with higher education and status are the least resistant to change, therefore, it seems necessary to educate as many people as possible.

To change groups of people who have differing values from the change agent people must be encouraged to change by means of the use of their own values system. For example, if they are not interested in efficiency but like to use their time in fishing, they can be shown that certain practices will release their time for more fishing.

The change agent can work through the existing local leadership. The danger here is that if the leaders work with the change agent the leaders' status may change and they may lose their leadership.

Families and clique groups are useful in effecting change.

The best types of communication can be used to reach the particular group needing change, according to the stage the group is in, always remembering to work through existing norms and rules of behavior and value.

When there is knowledge of the processes of diffusion time may be saved by omitting certain steps to correspond with the stage of development of the audience.

There continues to be experimentation in techniques in reaching people. In the U.S. people are widely separated in developmental stages, depending on their backgrounds and present predispositions and circumstances. Therefore most of the diffusion has been attempted on a broadside basis, and there are wide differences of differentials in acceptance of the ideas. In a more homogeneous culture the problems might differ from this.

DISCUSSION FOLLOWING LECTURE ON DIFFUSION

In Pakistan diffusion of ideas is similar to diffusion here. It is slow and there are wide differentials. When a new variety of sugar cane or cotton or wheat is suggested they make many excuses. Then after trying the new kinds many do not continue with them. Yet some do.

Very high yielding varieties suitable to conditions in Pakistan have been developed. These are planted on farms of leading citizens in locations where many people pass by. Free seed and fertilizer are given by the government. Still people have so little land and so much to lose if the new crops fail they are very reluctant to try them. Many prefer a known evil to an unknown good.

When there are no newspapers, and no radios, and a very high degree of illiteracy diffusion of ideas, even at the awareness stage is difficult. Much must be done through use of person to person contact, and this is the function of the village worker.

In addition to the use of free seeds and fertilizer and possibly the most effective methods of diffusion, the village demonstration farm Pakistan uses "cinema-aid vans", slogans, agricultural shows and fairs,

story-telling, drams, club activities, government experiment stations, specialists, communication through existing village leadership, organization of Councils of Elders, organization of multi-purpose cooperatives.

Films from other countries have not been particularly effective and the government is now making films in which Pakistani farmers themselves appear.

The tribal areas are among the most difficult in which to effect change. There nearly every village has competing leadership. The hereditary leader is also the government tax collector, who keeps 5% of his take for payment of his services. The tradition, stemming from long colonial rule, that government officials have status enforces by power, has sometimes made problems for Village Aid workers.

The Village Worker after the year of training is sent to a village about 30 miles from home, except the women who are usually sent to live with their own families. They are expected to study the people, the leadership structure, the values, the problems, and to develop rapport with the villagers. Then, by working through the leadership of the village a Council of Elders is formed. For the first year this is deliberately chosen to represent, if possible all factions of the village, after a year the members are elected by the villagers. Sometimes inadequate leaders are chosen, and the worker has to bide his time until changes are made.

The village worker finds times when people are already gathered in one place, at the mosque, fairs, village gatherings, then uses his various techniques as described above. There is a plan to give each village worker a radio, but sending stations must first be established.

Children are often used in the dramas, which are written and then acted. Role playing has not been used, but was described briefly. A situation is presented to a group, and then individuals are assigned parts to enact that are not inkeeping with their usual life roles. In this way the individuals are forced to think in terms that are suitable to people not like themselves. In the U.S. this technique has been used effectively with industrial problems, with the mentally ill, and with many other difficult situation.

Leadership, Dr. Coleman stated, reflects opinions of the people being served. There are some leaders who go out ahead and really lead the people, others who influence leadership and public opinion, others who lead through the use of power, and still others who lead because of personal popularity. Each has his own function, and if the function is recognized within the person it can be used more effectively.

In Pakistan landlordism is a serious problem in some areas. To protect their own supposed interests landlords of some large estates prevent village workers or any other change agent from contacting their tenants. They sometime use drastic methods to maintain the status quo. Some of these landlords are important members of the Federal Government and block certain progressive measures.

However, there is hope that there can be some kind of land reform implemented in Pakistan which would make it possible for the government to buy the large estates, distributing these among the people in plots of not more than 50 acres. The landlords would then be reimbursed over a period

of 30 years. This would make it easier to reach all the villagers than it is at present.

The technique of the "buzz group" was discussed. Since it is not possible for any one person to interact with more than five or six other individuals at a time, group discussions can best be carried on in groups not larger than this. Here each person can express himself, and be understood. Such groups are formed by counting off the proper numbers of persons who are attending a larger group meeting. They are given a topic to discuss and asked to bring back, to the entire group, through a chosen spokesman, the results of the discussion. These results then are compiled and action is planned on the basis of the pooled results. This technique not only permits free discussion by each person, but also develops and recognizes leadership that might otherwise be overlooked.

Another U.S. technique was mentioned, that of "exchange work" so typical of this country especially in its early days and even now in some rural areas. The village will feel a need, as perhaps for a new school-house, the women get together and plan and furnish the food, the men pool their strength and resources in actually doing the building. This is not only a "working" but is also a social occasion in which friendships develop and where information is exchanged. The same technique has historically been used in the U.S. to help farmers with their individual problems, such as when he has had a fire and lost his barn, or when a couple marries and needs a new home. The person helped on one occasion is expected to help others when they are in need. Of course, no one is paid for services rendered in this kind of "exchange working".

Evaluation - Groups

by Ralph J. Ramsey

Evaluation is a part of the total educational process. Work without evaluation is meaningless.

Purposes of Evaluation:

1. To look back and examine how well a thing has been done. (Effectiveness, number of participants, interest shown, whether time was "well spent").
2. To revise future program.
3. To tell the public something of what is being done.

Forms of Evaluation:

1. To change the direction of what is being done while it is still in process.
2. To stop and examine a procedure, and then to go ahead or stop according to findings.

Steps in Evaluation:

1. State objectives in measurable, clear, specific and broad ways.
2. State the problems clearly and specifically. (For example, in regard to some specific problem there is to be an increase of knowledge, skill, understanding and a change of attitudes.)

A person responsible for a program must be involved in every step of an evaluation. There must be self-evaluation; also administrators of a program must be involved in the first and last stages so that they will understand what is done and will agree with the objectives. Persons who are involved in evaluation will be more likely than others to accept the results, i.e. both administrators and workers. Evaluation is not a report about another's program, but a report of a program. When an administrator and worker work together on an evaluation there are opportunities to discuss effective methods of improving the areas needing it.

All persons have certain wants, needs, drives. These have often been stated to be the "wishes" for recognition, new experience, response (affection) and security.

Groups too have goals, - and means for accomplishing them. These coincide with their values and the social structure. When individual persons have goals which differ from those of the group there is conflict.

The four stages in the life of a group are formation, development, maintenance, death. Leadership stages correspond with group stages: selection, training, utilizing, and recognition.

People are interested in themselves first and will work as far as their own needs (or wishes) are being filled. Group needs and goals may change at any stage, but persons always have the same four needs.

Groups can be examined and evaluated on the basis of their stage of development, their goals, which may be planning, working, learning, or playing. They can be examined as to size, and size affects leadership. It is often thought best to have one official leader for about 4 to 8 followers. Frequency of meeting is a criterion to be examined. In selection of leaders, whether from the "top down" or the "bottom up," their capabilities are important. People like to follow leaders of their own selection.

Groups can be observed also as to the source of their authority, whether it is from within or without. They can be observed to see whether they are organized formally or informally, and how this affects the conduct of their goal achievement.

Some of the roles that a group needs are executive, educator, discussion leader, harmonizer, legitimizer, symbol of group ideals, spokesman, planner, supervisor. Any person who plays any of these roles is being a leader.

A person who helps a group achieve its goals is a leader.

APPLIED ANTHROPOLOGY

by Dr. Frank Essene

Anthropology studies man and his culture, and his biology. It has, in the past, been largely a hobby, being concerned with measurements of human bones, and learning of past cultures. But about twenty years ago anthropologists started studying the changes in man that have come about technological change.

To an anthropologist "culture" includes all the things that people learn. All these things are interrelated, one affecting another. Religion affects technology, which affects language, which affects attitudes and values, which affects social organization, etc. etc. Religion is man's way of dealing with "unknown things."

Applied anthropology tries to discover the result of a new thing's being put into a culture; it tries to answer the question: What is the best way to introduce new techniques so that people will most readily accept them?

Notes on Social Science Materials and other Topics Presented in
Lectures and Seminar Discussions

(Prepared from notes taken during the Seminar Meetings)

(For identification of contributors, see list of names in Appendix)

Psychology

by Dr. Ernest McDaniels

Psychology is the experimental method applied to problems of human behavior; the psychological unit is always the individual person. Social psychology deals with persons as they interact with others.

Some of the fields of psychological research are:

- Growth (development and decline)
- Learning (educational psychology)
- Vision and perception
- Hearing and audition
- Individual differences
- Social psychology
- Industrial psychology
- Abnormal psychology
- Clinical psychology (diagnosis and therapy)
- Counselling
- Statistical theory and research design
- Psychological testing

An important generalization of psychology is that behavior, is always an individual's effort to satisfy his needs. Much of clinical psychology is concerned with helping the individual understand his needs and ways of filling them. In dealing with groups one should also try to satisfy the needs of the individuals in the group. In this way the group will be strengthened and motivated to act.

Use of Leisure Time

by Dr. Earl Kauffman

The Department of Recreation at the University of Kentucky has four divisions: Required Physical Education, Professional Education in Physical Education, Graduate Studies, and Recreation.

The Division of Required Physical Education is responsible for placing each student in physical education classes for four semesters, and for supervising his work. Classes stress skills usable in leisure time programs, not necessarily only those which would develop one's strength. Two kinds are required of each student: those developing individual and those developing team or group skills.

The Division of Professional Education trains future coaches and professional athletic or group project directors.

Sports as such involve only a small share of the time that human beings spend in recreation. Recreation can also be called leisure time activity, and this can be divided into at least ten categories. Most of the categories can be further classified as "participant" or "observer."

The classes are: sports, music, arts (painting, sculpturing, clay modeling), linguistics (drama, writing, reading, debating, discussing, lecturing, or listening), nature lore (hiking, camping, hunting, fishing, gardening, bird watching), collecting (furniture, stamps, rocks, animals), aquatics (boating, swimming, skindiving, skiing), social activities (dancing, parties, visiting), hobbies, service (group work, volunteer service, church work).

Recreation as a profession is the application of the arts of human relationships and the learnings (knowledge) from the social sciences to the interpolation of leisure and the structuring of leisure experiences so that the optimum of personality growth and community development may be achieved; and with the control of factors affecting the uses of leisure so that the maximum potential of human development can be achieved without unnecessary handicaps.

A recreation person is concerned with social conditions and tries to understand human needs and to help people remove detrimental conditions. He is concerned with adequate housing, group gathering places, play spaces, and any other places where people gather together.

The Continuum of Time

There was once a time when there was no leisure, and there were then no leisure time values. Now we have leisure and we need to plan our lives to make wise use of this. Leisure comes with increased production, whether in the U.S., or in Pakistan. Not being prepared to use leisure may result in social pressures and disaster. Preparation for its use may prevent slothful habits from forming within a people. The quality of a civilization depends on the uses to which people put their leisure time.

What a Recreation Leader does. He (or she) finds out what experiences people might like to have; finds people in the community who may be able to teach these things; trains these potential leaders in arts of human relationships and skills of teaching; continues training through supervision, visits, and more teaching.

Reference book in Recreation: Neumeyer and Neumeyer, The Sociology of Leisure, Recreation, and Play.

Address of: National Recreation Association
8 West 8th Street, New York, New York

This is a service organization having specialists who train leaders, who make surveys, who advise cities on recreation administration.

County Health Department

Staff members: 32 regular employees, 11 nurses, 6 sanitarians, 2 inspectors of milk, 1 clerk, and 4 other employees, in addition to the laboratory technicians. There are also some part-time doctors, and dentists. These last serve school children. The indigent children through the first three grades are given free dental care. All elementary school children are checked for certain physical conditions every year.

The County Health Department works in the fields of maternal and child health, school children's health, sanitation, and building inspection, food and food handlers inspection, control of communicable diseases, vital statistics and health education.

It makes periodic inspections of schools and school environments, such as cafeterias, play areas, building cleanliness, garbage disposal, safety at cross walks, children's and teachers health. It checks lighting in the classrooms, heating, screening from insects, and other pests. It treats and traces epidemics.

The State Health Department was organized nearly 100 years ago following a smallpox epidemic. The first law made was for compulsory smallpox vaccination in 1898. But it has taken 70 years to get a health department into every county. Most of these have only a public health nurse, a sanitarian, and a clerk. These three can serve about 10,000 people. The accepted standards state that one nurse can serve 5,000 one sanitarian 17,000 persons, and that there should be one clerk for each three persons in a department.

Under the law the State provides the power and authority of the Health Departments. The Governor appoints the Commissioner of Health who operates his State Health Department (in Louisville) and supervises the county health departments with the counsel of the State Board of Health. The State Board of Health is composed by law of fifteen doctors and 1 osteopath. These people are recommended by the State Medical Association to the Governor for his final selection.

The Local Board of Health consists of the county judge, one lay member, and three doctors (if available, otherwise a dentist is used.) The doctors are selected from a list of nine names recommended by the local medical society to the State Board of Health. The County Health Officer is a non-voting member of the local board. He can neither employ nor discharge any staff person without approval by the local board. The Fayette County Health Department consists of the County Judge (Fowler), the City Manager (as the lay person), and three doctors.

The two local governments (city and county) furnish the vast majority of the money for the Fayette County operation. However, the State Government contributes also on the basis of matching funds granted by the Federal government. The State now receives about \$2,500,000

from the Federal Government which it must match. This is distributed to the local agencies.

The State Health Department also controls the 5 State mental hospitals, and several clinics which serve mentally ill persons. There are five tuberculosis sanitoriums under its direction.

In the U.S. there are three rather distinct phases of medical practice. The private practitioner, either a general practitioner or a specialist diagnoses the disease and treats it. The public health doctor deals in disease prevention and treats only specific cases, including venereal disease, and some indigent mothers and children. The U.S. Public Health Service doctor works in government institutions such as veterans hospitals, hospitals caring for narcotic addicts, etc. These persons do not treat private patients, though there are some private doctors who work also in a supplementary capacity in the government hospitals.

Most cities have a "City Physician" who may be called by indigent persons. These men are on salary, and are paid by the city government in which they work. Traditionally it has been considered a function of the County Government to pay the hospital expenses of indigents. However, money allotted for this purpose by most fiscal courts in Kentucky is very inadequate to cover the cost. The hospital must then bear the losses.

Most general hospitals are owned or at least controlled by churches. Some are owned by groups of doctors, and some by the communities. They usually have governing boards who advise the professional managers, who in turn has responsibility for the hospital's management. Doctors form the "Staff" of a hospital. The existing staff members in cooperation with the board and hospital management decide who will or will not be allowed to have patients in that hospital. Some hospitals have "Closed Staffs" others are very permissive in allowing other doctors to use the facilities. However, the staffs of hospitals have regular meetings to discuss the hospital care of patients and the methods used in caring for these patients by the doctors. The doctors upon reviewing records establish standards of practice that must be met in each hospital. No patient is admitted to a hospital except under the care of a physician.

The Federal government established several years ago what is known as the Hill Burton fund. From this, funds are granted to local communities for the purpose of building or improving hospitals. The funds are granted on the basis of the local community's contributing $\frac{1}{4}$ of the total, the state $\frac{1}{4}$, and the U.S. Government $\frac{1}{2}$.

The Work of the Sanitarian

Slaughter houses are inspected by the sanitarians. Each peice of meat is stamped as to its grade. Often there are rejections.. Milk is inspected several times from the dairy to the door of the buyer where it is left. The sanitarian must be a college graduate with special training in the biological sciences.

All persons who handle food, waiters, dishwashers, restaurant or food store workers of every kind, household servants, etc., must have periodic health examinations for such things as venereal diseases, tuberculosis, and typhoid.

The Bureau of Community Service.

The Bureau of Community Service, an advisory training, and research service of the University of Kentucky for the assistance, upon invitation, of the people of Kentucky. Invitations for service come because of Community School for a Day (offered at the University each summer) because of speeches made over the State, because of pamphlet advertising. When a request comes: (1) The requestors are asked to come to the University to discuss the situation, to learn that the University has no ready made answers, and to determine the sincerity of the community interest. (2) A staff person goes to the community to discuss the situation with a larger group of citizens. Plans future action. Makes survey when needed. Writes a report. Asks that report be circulated and meeting called to discuss it. The report tells how "most" of the people feel about the problems. The community people are left to implement the report in their own ways. The Bureau Staff does not tell them what ought to be done. People resent advice from outsiders and don't act on it. Bureau analyzes, raises questions, brings about a planning process with people representing all factions, presents facts objectively; Staff members listen more than talk. When ideas are presented that are contrary staff members try to be accepting of the person without committing themselves to the ideas. The Bureau acts as a go-between between specialists and a community, making recommendations about specialists. It tries to stimulate persons to get together, to talk and discuss their own problems. The Bureau of Community Service Staff members are paid by the University. The Community works out its own financing with the help of such agencies as the Community Credit Agency, School Boards, Local banks, Community Chests, etc. Many financial problems are unsolvable in the U.S. as well as in Pakistan.

The Departments of Sociology and Rural Sociology

The University, a Land Grant College, is provided for and supported by the State Government in cooperation with the community, and the Federal Government, but none of these control the educational policies.

The University has a board of fifteen members, who appoint a President for the University, who in turn, with the approval of the Board appoints the administrative officers. The Department of Sociology is within the Arts and Science College; the Department of Rural Sociology is in the College of Agriculture.

Within the various departments of the different colleges the policies are made by the joint planning of the professional staff members. The heads of the departments have the responsibility of carrying out decisions, having decisions approved by the Deans, who in turn have them approved by the President and Board. Recommendations are nearly always approved, but they cannot always be financed. Research projects are sometimes privately financed.

Volunteer Work as Observed in Lexington and Other Kentucky Communities

A "volunteer" is a person who gives community service without being paid for doing so. Many organizations in the United States are operated entirely by volunteers. Many others are controlled by volunteer "Boards", and are served by volunteer committees, but who employ professional staff either through the use of tax funds (Public Agency) or through the use of funds collected by volunteers and given freely by volunteers (Private Agency).

Some of these volunteer funds are collected, controlled, and distributed cooperatively through an agency set up by the community volunteers for this purpose. In some communities this agency is called the Community Chest.

Some volunteer agencies are incorporated¹ by the state to protect the individual Board members from legal action.

Volunteer agencies may utilize the unpaid services of highly trained professional people, for example, the member units of the American Cancer Society, which organizes the services of outstanding physicians and surgeons. This national volunteer agency provides medical care of the highest type to indigent patients. The actual work is done through local groups of doctors who are provided a place to work, medicines, and hospital facilities through funds collected from volunteers and in some cases also State and National governments. There are both State level and National level boards, but these are purely advisory, and have coordinating functions.

One of the ways in which these agencies come about may be illustrated as follows: Someone sees a need in a community that is not being met; this "unmet need" is discussed among interested people; committee is formed for group action; the idea is publicized; if funds are required individuals and sometimes agencies are asked to contribute; committees begin to work in the field of need; sometimes this kind of volunteer committee service continues indefinitely; at other times financial assistance is sought from the community agency which coordinates fund raising. Sometimes assistance is sought from Public Agencies.

When financial assistance is assured from some source professional workers may be employed to direct the work, usually with the continued assistance of volunteer workers, both in Board capacities and as active workers in the project.

These volunteer agencies are almost never purely "grassroot": citizens of one part of a community organize to work in another part of a community, or citizens of an upper class organize to work for citizens of a lower class. Eventually many of the organizations hope or even expect cooperation in their efforts from the people being served. However, this is not always true. In fact since people are what they are and like the feeling of importance gained from doing magnanimously for others many agencies continue to do for people instead of helping them to help themselves.

Both men and women, both boys and girls as well as people of all classes and in all types of communities do volunteer work in the USA.

¹ That is by a formal legal process they become non-profit corporation, entitled to transact financial affairs, etc., as corporate entities.

Much of this is done through churches. Some is done through professional organizations such as Educational, medical, industrial, labor or farm groups. Some is done simply as neighborhood improvement, where an outside person goes into a community and stirs up interest in some particular neighborhood project. Much volunteer work and social organization is initiated by Civic Clubs. Some volunteer work is purely spontaneous and unconnected with any organized group.

Volunteer work, while done to a certain extent in every class, is most typical of the upper middle class, which supposedly has more freedom from professional duties and housework than people in the lower classes, and has more interest in community affairs and improvement than people in the upper classes which tend to be more traditionally self-centered. However, the upper classes are expected to contribute generously to the volunteer projects.

The special importance of volunteer leaders in Agricultural and Home Economics Extension, and in 4-H Club work, will be noted elsewhere.

The United Community Service

The United Community Service (UCS) has the dual purpose of social planning and fund raising. Its delegate assembly is composed of representatives of both public-supported and privately-supported social agencies. These representatives elect its Board of Directors, and make final decisions about policy after consideration of policy matters by duly appointed committees.

The social planning function is an attempt to provide for gaps in the health, welfare, and character building phases of the community, and to prevent overlapping of services in these areas. The fund raising function is to provide financial support to such private agencies as are willing to cooperate in the ways set forth in the constitution of the agency.

The United Community Service has a professional director and a paid staff, but much of the actual work is done by volunteers. All funds are collected by volunteers from voluntary givers. All committees are staffed by volunteers.

Budget requests from all the "Red Feather" agencies (those receiving financial support from the fund raising drive) are presented once a year before a committee of citizens who then discuss the needs with the agency representatives and accept the budget with or without modifications for the total budgetary goal. Each agency makes a monthly report to the Board.

The UCS has little control over agency policies. However, through its planning committee it can make recommendations. Through its budget committee it can grant or withhold funds for specific purposes that seem not to fall within the constitutional province of the given agency.

The UCS is a member of certain national organizations that do research, give advice upon request, keep files on existing personnel for employment purposes and perform other services when the need arises. The national agencies are not government connected, but are supported from contributions of their members. They have no control over local policies.

Tax-supported agencies of the UCS are responsible for the relief program in the community. Some of these receive funds from the state and federal governments, for example, the State Child Welfare Agency, and the Aid to the Needy Blind, and the Aid to Dependent Children, all of which have in the past been separate agencies, but which with others are now combined under one State Government Department. County taxes support agencies as the County Health Department, and the Juvenile Court, and a Children's Home. All of the Red Feather Agencies are intended not for the purpose of direct relief, but for the purpose of helping people to help themselves. They are concerned with improving community health, welfare, and character education. Nearly 4000 communities in the U.S. have agencies that function similarly to the UCS.

The Manchester Center

This is an agency supported by the United Community Services. It is a "neighborhood house" which performs certain social services for the people of a depressed area of the city. These services consist mainly of providing a recreational meeting place, of providing books and toys on a loan basis, of sponsoring club activities for both children and adults, of giving music lessons, school tutoring, assistance with personal problems in the form of counselling, and other kinds of service as the need arises.

Vital Statistics

All births and deaths and marriages must be reported to the local health department within ten days after they occur. All communicable diseases must be reported also.

Child Guidance Clinic

The Child Guidance Clinic is supported largely through funds obtained and supervised by the United Community Service. The Director receives part of his salary from the University of Kentucky. It does make a small charge for its services, when clients are able to pay. Few volunteers are used here except as board and committee members. This is largely because of the technical nature of the service rendered.

Children, from birth to 18 years of age are served. The average age is 7 years. The Child Guidance Clinic is a psychological testing service, and a treatment center for neurotic or psychotic children. It is also a training center for students of clinical psychology who are studying at the University. All babies to be adopted in Fayette County are tested at this clinic. All children entering one of the local private schools are also tested here. Parents refer most of the cases. Often, however, this is upon the recommendation of a physician or teacher, social worker, or neighbor. There is a policy that whenever possible only those children are treated whose parents will also be counselled.

Visits to the Social Agencies

Family Planning Center

This agency is operated and controlled entirely by volunteers. The doctors (women) give their time, as do the board members and clinic workers. The hospital provides space free of charge. Even the medications are furnished by the factories at the most minimum amount possible. The medication is in turn sold to the patients at about a tenth what is charge at a pharmacy.

The clinic is concerned with education; and with assisting families with family planning and child spacing. The reasons for this are that it is known that children coming closer than three years apart are less likely to be strong than those coming at least three years apart. Bearing children no closer than every two or three years is known also to be safer for the mother. Circumstances may make even this time span unwise.

In this clinic only women are treated as patients. A case history is taken; and instructions given by a trained volunteer. The patient is then seen by the doctor and examined. If she needs care that is not provided in this clinic she is referred either to some other doctor or to another clinic. She is then carefully fitted with a diaphragm and again instructed in its use. She is told to return to the clinic the next week to be certain that she and her husband are satisfied with the arrangements. After this, she visits the clinic only every six months unless there is some personal reason that she wants to attend. The clinic mails supplies to old patients who have need of them.

If the patient can pay something for the examination and supplies a small charge is made. But no patient is asked to pay for any part of the service who feels unable to do so.

Schools in Kentucky

(Notes on Visit to State Board of Education:

Frankfort)

Text Book Selection

A State Text Book Commission decides on ten books in each field which would be acceptable for school use. This list is given to the local City or County Boards of Education and they make their text book selections from it. All schools in any one district use the same selections.

Money for books is allotted to each district on a pupil enrollment basis. Free text books are furnished to children through the first eight grades. The State does not provide pencils and paper. When these are provided by the school they come from the funds of the Local Board of Education. The books are the property of the school and not the child. Books are used several years before being replaced.

School Lunch Program

This program is about 15 years old. Actually it is not a "Free lunch," and it is not a commodity program, although it does help the surplus commodity program dispose of food, and reduces the price for which lunch can be supplied. It was started because of the high rate of rejection of soldiers due to malnutrition.

Some of the funds come from the Federal Government; but the State Administration supplies salaries and expenses. USDA provides surplus commodities absolutely free to the schools.

The Bureau of Instruction

This part of the State Department of Education is in charge of certification of teachers, supervision of teaching exceptional (retarded

or handicapped) children, and instructional services, including the supervisors and their work.

Fourty-five percent of the State budget is for education. Local School boards levy taxes in addition to this for support of local school systems.

Vocational Rehabilitation

This department provides assistance for people who have some handicap that can be corrected, to make them employable. It pays for operations by private physicians or artificial limbs if these make the person employable. It teaches educable people with physical handicaps who could not make a living except under certain circumstances. All tuition is provided and other expenses are provided according to the individual need.

Two thirds of the funds come from the Federal Government. One third of the funds are from the State.

Suggested Applications to V-Aid work in Pakistan
of Observations in the U. S. A.

by
Members of the Community Development Training Team
Presented during final week of training course at
University of Kentucky, June 1957

Suggestions by Mr. Idris Ahmad Khan Sherwani

OBSERVATIONS, ANALYSIS AND RECOMMENDATIONS.

A. Vocational training in Agriculture:

Vocational training in Agriculture is an essential part of a curriculum in almost all the rural high schools in this state. This subject is elective and only offered mostly to students possessing farm facilities. This system has been working very satisfactorily in the States to help the communities in raising the farm income and improving the farm homes in two ways:

- 1) By offering courses to the prospective young farmers. The projects were carried out by the boys on their farms under the supervision of the teacher. This worked as well as demonstration for the father, the farmer and other.
- 2) By holding special classes for the adult farmers and helping them carrying out the improved practices on their farms.

The introduction of Vocational Training in Agriculture in Pakistan is handicapped due to the following factors:

- 1) Unavailability of trained teachers due to
 - a. Low salary scales and low status
 - b. Lack of training facilities..
- 2) Very low percentage of high school graduates go to farming due to
 - a. Low income from farming
 - b. Defective educational system.

It is, however, felt that as better educational facilities increases and more people from high schools are graduated there is every possibility of more educated persons returning to farms. It is therefore, recommended that:

- 1) Possibilities may be worked out by the Education Department to introduce vocational agriculture in middle and high schools all over Pakistan in rural areas.

2) In the meantime short courses in special subjects may be offered in V-Aid Institutes to young farmers and possibly to high school and college students during their summer vacations.

3) V-Aid Program may seek more help of the Education Department in using more and more school buildings as community centre which may be used for:

- a. Adult literacy classes
- b. Meetings of Village Councils.
- c. Community and 4-H club meetings.

4) An educational campaign in cooperation with the Education Department may be launched to popularize and organize Parent-Teacher Associations. Special days may be celebrated as "Parent-Teacher Day" in all the schools.

B. Teaching Methods and Techniques

1) Problem solving Method:-- The training in VO-AG is imparted with the problem solving method which involves the following capabilities of a teacher.

- a. A thorough knowledge of the community.
- b. Practical knowledge of human relations so that he may help the students by creating or maintaining good relations between the children and the parents.
- c. Keeping his technical knowledge up-to-date.
- d. To be social and be able to take part in all the social events.

2) Assign study Procedure:-- The teacher introduces the problem; discussion on the subject is initiated and encouraged by inviting questions from the students; reference books are given to the students for study in the class; the subject is again discussed and the class is required to make either individual or group decisions.

3) Carrying out the Projects on the Parents' farms:--The student has to carry out at least three projects during his course of training. The record keeping of such projects and guidance to the students by the teacher is worth commending.

In V-Aid Training Institute the new method of teaching introduced recently comprises of

- 1) Breaking the curriculum into different skills.
- 2) Teach a skill by:
 - a. Explanation
 - b. Demonstration
 - c. Practice
 - d. Test and critique

In the light of my experience in U.S.A. it is recommended to amend the method being followed in our Institutes on the following lines:

- 1) Each student may carry out at least two field projects under the guidance of the teacher during his training.
- 2) Case study technique may be used wherever possible.
- 3) The trainees may be encouraged to prepare audio-visual aid material for their use in the project area.
- 4) More emphasis may be laid on the evaluation of their training by the trainees themselves.

5) Speakers from the beneficial departments who are already working in the would be project area may be invited to deliver lectures on special problems of that area.

6) To create a healthy competition among the trainees recognition may be given to the trainees having outstanding records.

7) The Instructors should keep a very close touch with parent departments so as to keep their technical knowledge up-to-date. It is further proposed that they may be sent for fortnight visits to the Experiment Stations from time to time. Similarly workshops for the Instructors in special fields are very important.

8) There are very few technical monthly publications in Pakistan. To keep the technical knowledge of Instructors and field staff of V-Aid department a special section in Pak Sarzamin may be reserved for the publication of semi-technical articles. Similarly in the Publicity Directorate (V-Aid) a clearing house for publishing summaries of articles concerning community development in other underdeveloped and developed countries may be established. This type of magazines are being published by I.C.A. Washington and the Community Development Clearing House of the University of London Institute of Education.

C. Integration of Teaching Program with the Process of C.D.

Project for students is selected on the basis of

- a. Its utility when the students become farmers.
- b. The way the project fits in the overall plan of farm management of this parents' farm. Projects on parents' farms serve as demonstrations of improved methods of farming. It is, therefore, recommended that the Instructors may be directed and encouraged to have a close touch with the communities in the project areas by
 - 1) Arranging short courses for adult farmers in the development areas with the help of the Instructors and the concerned Departments.
 - 2) Inviting them to the meetings of District Advisory committees when any project concerning their special field is being discussed.
 - 3) Encouraging them to take part in social events especially in the communities living around the Institutes.

COUNTY EXTENSION SERVICE PROGRAM.

Cooperative Extension Service 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 provide service and education designed to meet the needs of the people.

A. Integration of work of County Agents and other organizations in the Community Development Program:

The fundamental objective of Extension Service in U.S.A. is similar to that of V-Aid in Pakistan but the method of working and organization is different. Extension Service in U.S.A. maintains cooperative relationships with all Government & private agencies and organizations having responsibility and interest in the same field.

India has established a "National Extension Service" on permanent basis. This step in my opinion may be taken in Pakistan by amalgamating all the Extension Services of different departments in one single Department of Extension Service.

Agriculture extension staff in Anelta-Kalat Divisions can very easily be absorbed in the expanding V-Aid department program. It is, therefore, recommended that

- 1) A permanent Extension Service Department may be created by amalgamating the existing extension sections of all the departments.
- 2) Due to extensive educational program of Extension the demand for supplies and services will be increased. As such, therefore, steps may be taken to insure that this demand is met in time by the respective departments.

B. Structure--In U.S.A. an extension worker is required to have the following qualifications.

- 1) Rural background
- 2) Teaching experience helpful
- 3) Experience in public relations

- 4) A degree in Agriculture with a special training in Extension methods or related subjects.

In Pakistan the Development officers are being recruited from various departments at present. This policy in the beginning was inevitable. For the future it is recommended that:

- 1) The Development officers may not be recruited directly. Supervisors and Demonstrators having degrees and two years practical experience in the field may be promoted. Similarly no demonstrator may be promoted as instructor unless he works in the field as a development officer or supervisor for a year.
- 2) Administrators i.e. District Revenue officers may be trained in the proposed academics. They must, however, work with experienced Development officers before their appointment as District Collectors who are the Chairmen of the District V-Aid Advisory Committees.

C. Planning

Program planning in the counties is done with the advice of an Extension Advisory Committee which represents all the different interest groups in the County. State and Federal Agencies help the Agent and the council with their suggestions for launching any projects in the County. It is, however, up to the people to decide about carrying out that project. To help the Extension Advisory Committee surveys are conducted by the county agent with the help of the Community leaders.

In Pakistan the village and other Advisory Councils are pretty representative but I feel that landlords by virtue of their position get more representation. It is, therefore, recommended that:

- 1) Village Advisory Council may include the members representing all the interests of the Community. Similarly the Presidents of the outstanding Village councils may be taken as members in the District Village AID Committee. Representation to the businessmen must be given high priority.
- 2) Village Aid worker is not a specialist in any of the subjects taught to him in the Institute. He must be guided to prepare the development plan of his area by specialists. A program comprising of short term and long term outlines should be prepared.
- 3) In general no project be approved unless funds are contributed by the villagers also.
- 4) A separate educational program may be chalked out by V-Aid worker.

D. Program operations.

- 1) A definite plan of work must be prepared in detail.
- 2) Administrative and financial powers may be delegated to the lowest man to avoid disappointment of the villagers.
- 3) Maximum participation of the villagers may be sought in carrying out any project.
- 4) The leaders in the community may be used to carry out the operation. Technical and some financial help may be given by the Government.
5. Mosques may be organized to help in carrying out the social and economic development plans.

E. Evaluation

Evaluation in the U.S.A.'s Extension Program is an important feature. This aspect is, however, not being given so much importance in Pakistan. It is, therefore, recommended that

- 1) Evaluation Teams may be formed from among the staff within the Directorate having representatives from the Provincial and the Central Government to evaluate the V-Aid training and field work.

F. 4-H Club

It is a nationwide adult young men and women's organization in the U.S.A. In Pakistan Chand Tara Club on the similar lines has been formed, following are the recommendations in this connection:

- 1) 4-H club may be brought on National level.
- 2) Projects should be made an essential feature of this organization.
- 3) In a country like Pakistan most of the adults up to the age of 21 may be divided into two categories:
 - a) School boys.
 - b) Boys who are illiterate but engaged in Agriculture.

It is proposed that the school teachers may be made responsible for the boys of school going age for 4-H club work and the illiterate young boys may be taught by the village workers.

4) Literature on carrying projects in very simple local languages for the use of 4-H leaders and literate children may be prepared.

5) Competition may be arranged on Tehsil, District, Provincial and National levels. Recognitions should be made to the Champions at different levels.

6) The school teachers and other 4-H leaders may be trained in V-Aid training Institutes.

G. Farm Bureaus and other farmer's organizations:

There are many farmers and other civic organizations which help in educating the rural people in U.S.A. Very useful work is being done by these organizations in promoting local leadership and good for citizens.

In Pakistan very few such organizations exist. It is therefore, recommended that all possible help may be given by V-Aid organization to promote the formation of such organizations in Pakistan.

SUBJECT MATTER AND EXTENSION SPECIALIST.

The specialists' role is to provide effective educational leadership in subject-matter field. He aids the Supervisor and agent in the procedural work. He originates teaching methods and devices. He prepares written material and visual aids. He is competent in the extension teaching methods.

In Pakistan this organization does not exist in Village Aid. It is expected that the experts from the nation building departments may be helpful in this connection. My feeling, however, is that the specialist departments cannot afford to shoulder so much burden within their present set-up. It is, therefore, recommended that, a batch of specialist at the Directorate level may be appointed. Their duty will be:

- 1) Coordination of the execution of projects in the Development areas with their respective departments.
- 2) Supplying the Scientific material in easy and understandable language to the field staff and farmers.
- 3) Help conducting workshops in the Project areas.
- 4) Help the research workers of the parent departments in finding the research problems.

RURAL DEVELOPMENT PROGRAM.

In pilot counties a comprehensive Rural Development program is being launched in U.S.A. with the following objectives:

- 1) To raise the standard of living of the low income group.
- 2) To coordinate all the development activities to achieve the above objective.

The program is in its infancy in Kentucky. The aims and plans are more or less similar to our V-Aid Program.

RURAL COOPERATIVES.

The working of small rural cooperatives in Kentucky were studied. In fact there are many cooperatives in Pakistan but few had succeeded in their objectives. It is recommended that:

- 1) Each Institute may start a consumer cooperative store to give practical training. In fact some of the Institutes have already started such stores.
- 2) Small consumer cooperatives may be started in the rural areas.

INSTRUCTIONS IN THEORY AND PRACTICE IN COMMUNITY DEVELOPMENT.

Community Development in one form or the other, forms a special subject for the extension workers in U.S.A. It is, therefore, recommended that this subject must form a part of the curriculum in our Institutes and Academies.

CRITIQUE OF TRAINING PROGRAM.

- 1) The outlines of our training program were useful and fulfilled by needs as a community development educator.
- 2) The reorientation given to us in Washington was very helpful to understand American life, color problems, educational and administrative set up. It is, however, felt that one week is sufficient for this reorientation.
- 3) Published material given by some lecturers was useful and helpful.
- 4) In Pakistan no facilities for the proper training in community development exist at present while V-Aid personnel need a thorough training in this field. The lectures given to us at the Campus did not meet the need in full. It is recommended, however, the I.C.A. expert on community development at Karachi may hold a special course in this field for the personnel visiting U.S.A. for an academic study or more time may be allotted for such lectures at the Campus.
- 5) The group has mainly observed or listened. Some practical training might have been more useful.
- 6) Special reading material in the library was not provided.
- 7) More films or Audio-Visual aid might have been more useful to supplement the lectures.
- 8) List of books for the purchase by the participants might have been finalized in the beginning so that they could study them while here in the University.
- 9) The teaching methods adopted for this group differ very much from those recommended by the American Advisors in Pakistan. In fact the recommended method was observed nowhere by me in the States.
- 10) The sum of \$60.00 provided for the purchase of books is insufficient for a group like ours.

List of lectures delivered by Faculty members on community development.

- | | |
|---|--|
| 1. Society and culture. | Dr. James S. Brown |
| 2. Value and value system. | Dr. Howard W. Beers |
| 3. Stratification, leadership, power. | Dr. C. Arnold Anderson |
| 4. Social organization (Norms, Primary, Secondary groups, etc.) | Dr. C. Milton Coughenour |
| 5. Community development - Aims, Methods, Techniques, Philosophy. | Dr. Willis A. Sutton, Jr. |
| 6. Research on Diffusion of ideas. | Dr. A. Lee Coleman |
| 7. How people learn in village situation | Dr. Fred Harris |
| 8. Examples and types of community development in the U.S.A. | Dr. Willis A. Sutton |
| 9. Group Dynamics. | Dr. M. White, Dean College of Arts and Sciences. |
| 10. Community Development | Dr. Carl Taylor |
| 11. Evaluation of community | Dr. Irwin Sanders |
| 12. Visual Aid and how to use it. | Mr. Joe Williams |
| 13. Recreation. | Dr. Earl Kauffman |
| 14. Rural Development | Mr. Earl Mayhew |
| 15. Vocational Agriculture. | Mr. E. Philton |
| 16. Leadership | Mr. Ralph J. Ramsey |
| 17. Psychology | Dr. Ernest McDaniel |
| 18. Farm Home Development | Mr. Ralph J. Ramsey |
| 19. Applied Anthropology | Dr. Sinclair |
| 20 Rural Development | Mr. Ralph J. Ramsey and Mr. Mick Duff |
| 21. Extension Program. | Mr. Bohanan and Miss Hanson |

Summary of the Recommendations.

I. A. Vocational training in Agriculture.

- 1) Possibilities may be worked out by the Education Department to introduce vocational agriculture in middle and high schools all over Pakistan in rural areas.
- 2) In the meantime short courses in special subjects may be offered in V-Aid Institutes to young farmers and possibly to high school and college students during their summer vacation.
- 3) V-Aid Program may seek more help of the Education Department in using more and more school buildings as community centre which may be used for:
 - a) Adult literacy classes
 - b) Meetings of Village councils
 - c) Community and 4-H meetings
- 4) Educational campaign in cooperation with the Educational Department may be launched to popularize and organize P.T.A.'s.

B. Teaching Methods and Techniques.

- 5) Each trainee in the Institute may carry out at least two field projects under the guidance of the teacher.
- 6) Case study technique may be used wherever possible.
- 7) The trainees may be encouraged to prepare audio-visual aids for their use in the Project area.
- 8) More emphasis may be laid on the evaluation of their training by the trainees themselves.
- 9) Speakers from the beneficial departments who are already working in the "would be project area" may be invited to deliver lectures on agricul

problems of that area.

10) To create a healthy competition among the trainees recognition may be given to the trainees having outstanding records.

11) The Instructors should keep a very close touch with parent departments so as to keep their technical knowledge up-to-date. It is further proposed that they may be sent for fortnight visits to the Experiment Stations from time to time. Similarly workshops for the Instructors in special fields are very important.

12) Inclusion of special section in Pak Sarzamin for the publication of semi-technical articles.

13) Establishing a clearing house for publishing summaries of articles concerning community development published in other underdeveloped and developed countries.

C. Integration of teaching Program with process of C.D.

14) Instructors may be directed and encouraged to have a close touch with the communities in the project areas by

a) Arranging short courses for adult farmers in development areas with the help of Instructors and concerned departments.

b) Inviting them to meetings of District Advisory committees when any project concerning their special field is being discussed.

c) Encourage them to take part in social events especially in the communities around the Institute.

II. County Extension Service Program.

A. Integration of work of County Agents and others in the community development program.

15) A permanent Extension Service Department may be created by amalgamating the existing extension sections of all the departments.

16) Steps may be taken to insure that the demand of supplies created by the V-Aid Department is met in time by the respective departments.

B. Structure.

17) The Development officers in future may not be directly recruited. Supervisors and Demonstrators having degrees and two years successful field experience may be promoted. Similarly no demonstrator be promoted as Instructor unless he works in the field for some time.

18) Administrators i.e. District Revenue officers may be trained in Academics. They must, however, work with experienced development officers before their appointment as District Collectors who are the Chairmen of District V-Aid Advisory Committees.

C. Planning.

19) Village Advisory Council may include the members representing all the interests of the Community. Similarly the Presidents of the outstanding Village Councils may be taken as members on the District V-Aid Council.

20) Village worker may chalk out the development program on short and long term basis in consultation with the Faculty members.

21) In general no project be approved unless some funds are contributed by the villagers also.

22) A separate educational program may be chalked out by V-Aid worker.

D. Program Operations.

23) A definite plan of work must be prepared in detail.

24) Administrative and financial powers may be delegated to the lowest man to avoid disappointment in the villages.

25) Maximum participation of the villagers may be sought in carrying out any project.

26) The leaders in the Community may be used to carry out the operations.

27) Mosques may be organized to help in carrying out the social and economic development plans.

E. Evaluation

28) Evaluation teams may be formed from among the staff within the Directorate having representatives from provincial and central Government to evaluate the V-Aid Training and field work at least once a year.

F. 4-H Club

29) 4-H club may be brought on national level.

30) Projects should be made an essential feature of this organization.

31) School teachers' help may be sought to organize 4-H clubs in school.

32) Literature on carrying out the projects in very simple language for the use of 4-H leaders and literate children may be prepared.

33) Competition may be arranged on Tahsil, District, Provincial and National levels and recognitions made.

34) School teachers and 4-H leaders be trained in the Institutes.

G. Farm Bureaus and other Farm organizations.

35) All possible help may be given by V-Aid organization to promote the formation of such organizations in Pakistan.

III. Subject Matter Specialists.

36) A batch of specialist be appointed at the Directorate level.

IV. Rural Cooperatives.

37) Each Institute may start a consumer cooperative store.

38) Small producers and consumers cooperatives may be started in the project areas.

V. Instructions in Theory and Practice in Community Development.

39) Community development must form a part of curriculum in the Institutes and the Academies.

Suggested Applications to V-Aid Work in Pakistan of
Observations in the U.S.A. by
Members of the Community Development Training Team
Presented during final week of training course at
University of Kentucky, June, 1957

Suggestions by Md Ahad Ali

Out of the observations, made in U.S.A. on the subjects of health, sanitation, and others, I may give the following suggestions which can be applied to our country. The method of work, the way of approach and the motivation that will be required in this connection are discussed in all the cases.

In the beginning I can say that here in this country, the people in every case first take the initiative but in our country, it becomes the government efforts to do the same. Here they have the County Health Board, formed by three local private doctors and two county officers. It is the people's demand to have this good health and good sanitation. As for example I can refer a case that I attended one polio shot campaign and found that many ladies attended the campaign to have that shot for their little children. It can be asked "why they attended the campaign to get the shot for their children?" It is not for the bad effect of the disease by which they are frightened and attended the campaign. I think it is the result of their Health Education which has compelled them to come to the campaign to get their children inoculated. In our country there is lack of this health education and proper attempts have not also been made to give health education to our people. There are also no such facilities to give it. Here in this country there are films shown, radio broadcast and television by which the people are getting much health education for their protection, health promotion and restoration. Besides, they have sufficient numbers of health bulletins to arouse the health consciousness of the people. In our country the only way of giving health education is by mass meeting but that does not give much impression on the minds of the people. As regards health bulletins we have nothing, we have some posters which may help to a certain extent in giving health education. The films shown in our country can hardly reach the rural people. For the illiterate man of our country special emphasis should be given to health education by all sorts of available methods. The community development on health and sanitation may be based on the process of giving health education to the people. Let the people have the health consciousness and come forward with their health problems like the people of this country.

Another thing may be pointed out here that we have not made the people responsible for their health. Of course, it would be their felt-need when there would be health education among the greatest number of persons it would be our duty to give them some chance to think about their health problems. In our country there are District Health Boards but there is no health committee either in the Thana or in the unions. So I think let there be a health committee on Thana basis, formed by local people like the County Health Board of this country. This should be a private organization and local sanitary inspector will be the secretary on this Thana health committee. They in turn will stimulate the unions to form their own health committees. The president of the union board will be the chairman of this union health committee, formed by local private doctors and some members of the union board. The District Health Board will give recognition to these lower boards and decentralize some of their power to these local bodies.

In this country the immunization work is mostly done by the public health nurse and they help the medical officer for Medical Examination of the School Children. In this country the immunization certificate is necessary for the boys and girls to get admission in the school and the detection of the unprotected children becomes easy for them. A suggestion may be given here for our country that the teacher of hygiene may take the responsibility to follow up the personal hygiene which he teaches in the school and will detect the unprotected children and get them inoculated with the help of the local health staff. He may find out the minor defects of the school children and can refer them to the nearest hospital or charitable dispensary. He may organize the 4-H club of the school children and can organize the P.T.A. He can make the healthy atmosphere of the school compound by improving the environmental sanitation of the school compound. Through the organization of P.T.A. he can arrange the mid-day tiffin of the smaller children at the school by motivating the parents and can also solve the problem of immunization to school children population.

I visited the maternity health clinic of Lexington county health center. In our country the proposal of Maternity Home in each district town is going to be completed and the proposal of Maternity Clinic in each subdivision is on the way of progress. But still I think it will be insufficient to give service to the rural people where infant and maternal mortality rate is too high. To keep a link with the rural people a suggestion may be given here. In every union of our country there are one or two untrained "Dais" found. The rural people generally take the help of this dais in delivery cases. These dais may be trained for a month or two in the district maternity home on the aspect of aseptic precaution. The Public Union Board of each union may choose one or two of these dais of his area and can get them trained to get safe service from them. The minimum cost that will be required for the training period of the dais may either be borne by the individual union or by the government. The training in the district maternity home will be group by group. If they are trained in like manner, they will be the useful personnel in the rural area and the rural people also will be much benefited by them and there will be a close connection the rural people the subdivisional maternity clinic through these trained dais.

I attended the clinic for Family Planning in the Good Samaritan Hospital of Lexington. It is a private organization run by a lady doctor and few nurses. This organization not only helps the mother to protect her health but on the economic point it is essential to all families. The lady doctor attached to each hospital of our country may take the initiative to organize this clinic and can spare a few hours in a week day to run the clinic. It may be housed in a suitable room of the hospital and can refer the cases to the hospital for the operation of the sterilization for the willing party. It will be much appreciated by all the sufferers.

Among the other aspects of public health work, the specification for Bit latrine suggested by engineer for the rural area may be accepted and be introduced in our country.

For the supply of safe drinking water in the rural area, the health board of this country suggest the collection of rain water from the roof and storing it up after filtration. It is a nice process of getting good soft water but it cannot be accepted in all the cases in our country as the roof of most of houses are thatched with straw in our country.

The Suggestions in the Fields of Agriculture and Others

The Vocational Agriculture training in the high school may be introduced in our country. Some of the unimportant subjects of the school may be cancelled and this may be taken as a special subject in the curriculum. The agriculture graduates may be appointed to the high school as a teacher of vocational agriculture training. It will be a useful training for the farm boys. They may utilize their knowledge on their own farm and may help their community. Another purpose may be served by this training. In our country most of the boys after passing from high school do not like to come in the field. I think if there be a background of agriculture training which may tend them to come in the field.

In the agriculture extension work, the soil testing in the individual plot is an important thing in the agriculture work. Our Thana agriculture extension assistant may be trained in this subject and I think it will not cost too much to run a laboratory for the purpose in each Thana of our country.

Cooperative seed and fertilizer store may be introduced in our country where there is need of these articles. Government local cooperative staff may take the initiative to organize this store after hearing from people of the area.

Suggested Applications to V-Aid Work in Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
Presented during final week of training course at
University of Kentucky, June 1957

Suggestions by Captain M. Ayyub

Today is 120th day of my study tour in the University of Kentucky. I have seen hundreds of new things. Most of them were of course very attractive, not only to the eyes but to the mind as well. But I was searching for some new ideas which could be of any use to me in V-Aid program of my country. Certainly I have been very much benefited by this tour. I have learned many new things which I did not know before.

I have been asked to write all of my observations of last four months which of course is a rather difficult job. However, I have tried to summarize very briefly those observations which can be adopted in part or full by me or by my co-workers. I have omitted the details of suggestions as these will be worked out at the time of program planning.

Observations in U.S.A.

1. Ladies have time out of their normal work in the homes. This is mainly due to electrical gadgets, good planning, and using all other methods of time saving. The time thus spared is used in social and other useful work to improve the home life.

Suggestions for Adoption in Pakistan

Village Aid workers will be asked to educate men to help the ladies in organizing their kitchen and other house work. Especially the lady worker should educate the village woman to adopt time-saving devices. The following methods are suggested:

1. Study the job to do it in a easier, quicker, and better way.
2. Leave out the part of the job that is unnecessary.

3. Make one job out of two.
4. Make both hands work.
5. Keep needed things in easy reach.
6. Use the best tool for the task
7. Sit to work whenever you can
8. Keep the things at proper place and in order.

2. During my visit in rural communities in Shelby County, I noticed that the farmer having 615 acres of land has not a single servant. He works with his own hands. His son helps him in dairy farming.

In Pakistan, landlords having so much land usually do not work with their own hands and do not realize a "dignity of labor." Supervisory staff and the workers are required to educate such landlords by demonstrating before them so-called "filthy jobs." This campaign can also be started through training the club boys along proper lines.

3. Common use of churches for social and religious education for all ages in general and boys and girls in particular.

About a quarter century back there was quite a satisfactory arrangement in the mosques to educate boys and girls in religious fundamentals. This method is now fading away in the Lahore Region. Workers should lay more stress in bringing the religious teaching in community development program and using the mosques for educating the boys and girls up to a certain age whenever the schools do not exist. Workers should make full use of the public gatherings in the mosque, especially on Fridays and Idd days.

4. In every sphere of life I found that the voluntary leadership in the U.S.A. is very common and this has resulted in undertaking even big projects by the people on a voluntary basis.

We lack in voluntary leadership in my region. It is most important to get maximum participation of the villagers on every step of development programs. The worker should always advise them and not lead them. Let the villagers decide for themselves under their local leadership. Training of local leaders by the workers is very necessary. Demonstrations, short courses, and discussions can be locally arranged. If required, Training Institutes can also help us in training the leaders.

5. Nearly all the farmers have constructed ponds for storage of water in rainy season. Rain water from roofs of the buildings is also collected in closed tanks and used for cleaning purposes.

In the rain fed area of Lahore Region these methods can easily be adopted. No particular technique is required to do this job. V-Aid workers should educate the farmers to store the water during rains at some places. Irrigation can also be made possible out of large ponds. Ponds which already exist at some places can be dug deeper to hold more water.

6. Farm equipment, seeds, and fertilizer are supplied by private firms. Farmers do not find any difficulty in getting them.

In Pakistan improved seeds and fertilizers are arranged through agricultural department. In most of the cases the supply of these items is not made in time and in

addition there are so many other formalities which a farmer does not like to undergo. It is therefore suggested that local cooperative societies should be encouraged to maintain the stocks of the agricultural supplies at the proper time and within easy reach of the farmers. V-Aid workers should help the cooperative societies in providing them the estimated requirements. The worker can also arrange the multiplication of good seeds through the farmers and then can evenly distribute among the needy farmers. The government should provide loans on easy terms to the village cooperative societies for the purchase of items required by the farmers. A sum of Rs 200,000 has already been allocated as revolving loans on easy money.

7. Vocational Agricultural Training in county schools is a very effective method of teaching the young boys the skill of farming.

As Pakistan is an agricultural country, it is therefore necessary to train the boys of the farmers in agricultural techniques so that they should be quite competent to work on their farms. With little modification and adjustment in school courses, this kind of training can be given. An agricultural teacher will be required for middle and high classes. The boys who are desirous of taking up agriculture, after leaving school, should only be allowed to join Vocational Agricultural Classes. But this depends upon the reorganization of school courses by the educational authorities. Till such time village Aid workers can give basic agriculture training to the boys, arranged through lectures and demonstrations.

8. Adult farmers and veterans are trained in the county schools in modern methods of agriculture.

This is quite a satisfactory method of teaching the adults new techniques of agriculture, carpentry, smithy, welding and such jobs connected with farming. Rural schools in Pakistan have no such facilities at present. However, this can easily be adopted in village AID training institutes. Selected farmers who are interested in getting new ideas should be asked to attend the classes in the institute for at least 2 weeks at a time. Board and lodging will also have to be arranged by the institute, for due to insufficient conveyance arrangements, the participants will not be able to go back to their homes daily. Similar facilities also exist in Agriculture College Loyalpur. Village Aid workers can motivate the interested farmers to join these classes on various subjects.

9. F.F.A. and F.H. A. These associations are organized in schools. The plans of practical work are worked out with the Agriculture teachers. The projects are undertaken at their homes and farms. Records are maintained in the schools. The projects are supervised by the Agriculture teachers and the parents of the members.

As already stated in paragraph 7 above under Vocational agriculture training, this can be arranged in our rural schools by the educational department. A farmer boy may have projects in farming, carpentry, and similiarly a girl can have projects which suit her taste and work. Under present circumstances, there are no F.F.A. and F. H.A. organizations. However the jobs of these organizations can be amalgamated with the 4-H Clubs (Star and Crescent Clubs) and thus with the aid of village Aid workers, and local school teachers. Useful projects can be undertaken and supervised.

10. University and other organizations connected to community, church, and work carry out surveys to find out the values of the people where any social work is to be carried out.

At present practically no survey is made to find out the values of the people where new development areas are opened. It is most important that the preliminary survey of an area should include the survey of the values of the inhabitants. Simple Questionnaires can be prepared for this purpose. Village Aid workers, after being posted to an area, should also record the values. This can help him in his program planning.

11. Importance of leisure time activities were discussed in the class.

Village Aid workers should explore the methods of utilizing spare time of the villagers in such a way that they should be able to make full use of it. It is essential for a worker to know the interests of the persons of every age. Local games, songs, and other methods of recreation should be encouraged.

12. Conveyance of milk, eggs, and other commodities to the nearest market on cooperative basis. In case of milk, the driver of the vehicle collects the milk and conveys it to the big cities. Such marketing facilities help the farmers to get the full value of their commodities without wasting time and energy.

Similar arrangements can be made in places which are at about 20 miles radius from cities. If motor vehicles cannot be arranged the commodities can be conveyed by horse driven carts and buggies. The workers should help the farmers in organization of small cooperative societies in the initial stage which can be amalgamated later on.

13. Keen interest of boys and girls in club work has resulted in training them in such a way that they prove good citizens.

In Pakistan we had organized Chand Tara Clubs (Star and Crescent Clubs) on the same pattern as 4-H Clubs. But most of the clubs do not work on proper lines as such no material benefits could be derived from this organization. The following ways are suggested to increase their activities:

1. Village Aid workers should try to secure maximum participation and cooperation of parents of the members in undertaking the projects of their children at home.

2. Securing maximum cooperation of school teachers to get them interested in club activities.

3. Individual and club competitions and issue of ribbons as prizes for encouragement of the members.

4. Education and training of local leaders and creating interest by arranging local courses.

5. Introduction of "Poultry and Calf" chain projects as is done in the U.S.A.

6. Arranging regular evening classes by the worker and local leaders to train the club members, subjects concerning farming and social relations.

 14. Ladies Clubs organized through Home Demonstration Agents are performing very useful work. Regular monthly meetings are held to solve day to day household problems. I attended a number of meetings and I feel that they were conducted in a better organized manner than men's meetings.

 Organization of Parent-Teacher Organizations
 I feel that the ladies' part in development work is more important than the men's part. Lady workers should organize clubs in each village when they work. In order to create more interest the following methods should be adopted:

1. Selection of local leaders and training them either locally or in village Aid training institutes.

2. Adult education on subjects concerning home economics, child care, clothing, and food.

3. Arrangements for showing films to the ladies concerning their subjects.

4. Training the ladies to realize their problems and to solve them.

5. Competition among members and clubs.

 15. In U.S.A. County Agents and Home Demonstration Agents are fully supported by the Universities and other departments. This cooperative effort is the main reason for success in extension work.

 Similar cooperation is required between the field workers, village Aide training institutes, the research stations and other beneficial departments. This can be done through the cooperation of Provincial Heads of the departments. At development area level, the V-Aid workers and supervisory staff should adopt all possible measures to get the cooperation of the field staff of other departments. The success of a worker depends also upon how much cooperation he could get from other sources. Training institutes will be requested to send the literature to the development area concerning change of technique or other useful information. Close liason between institutes and division areas will have to be kept.

16. County Agents and Home Demonstration Agents are posted with the consent of the local people, and the longer period they stay in a County the better results are shown. The majority of County Agents and Home Demonstration Agents have been working in their present counties for more than 10 years.

Development work requires regular contacts of the workers with the people. With greater number of contacts the worker can win the confidence of people and then the work becomes more easy. Surveys also take quite a long time. It is therefore suggested that the workers and the supervisory staff should not be transferred too often from their areas unless it is absolutely necessary to do so. If at all any worker is found unsuitable or is not liked by the majority of the villagers with whom he is working, he should be transferred to another place with the consent of the people. In case he fails in his second place he should be relieved of his duties. Too many transfers in V-Aid, as noticed at present, are detrimental to the program. The above facts will be brought to the notice of authorities concerned.

17. In U.S.A. Businessmen are very much interested in development work.

In Pakistan we lack this spirit. Businessmen on local level can be brought into the development program by inviting them in V-Aid committee meetings, and arranging village Aid affairs when some prominence should be given those who subscribe towards prizes for Crescent and Star Clubs.

18. Collection of useful ideas from the lectures delivered on various topics concerning community development.

Through a short course the ideas can be taught to the supervisors and workers working in my development area. Main subjects worth teaching are.

1. Group dynamics
2. Recreation and physical education
3. How people learn in village situation
4. Values and value system
5. Community development, aims, methods techniques, and philosophy.
6. Society and culture
7. Social organization norms, primary
8. Stratification - leadership, power
9. Diffusion of new ideas
10. Social interaction
11. Evaluation in Community Development
12. Visual aids and how to use them.

In addition to the above mentioned observation I have listed below, a few more which concern development work and are worth mentioning here. I have not given the suggestions for adoption in Pakistan against these observations for the reason that some of them either cannot be adopted at present or they are beyond resources.

1. Most of the officials on county level are elected.
2. Rural Electrification scheme and common use of electricity - easy terms on loans from government for this purpose.
3. 100% use of mechanical equipment in homes and on farms.
4. Radio and television run by private firms. The cost is met by commercial firms. Free development programs on social radio and television by County Agents and other agencies.

5. Good road sense and road discipline.
6. Loan banks and feed cooperatives act as source of information.
7. Lunches arranged in schools
8. Father and son farming on share basis
9. One person from the family gets land and others are paid the cost
(i.e. no splitting of land.)
10. Family planning
11. Child guidance centers.
12. Balanced feed for poultry and cattle.
13. Poultry industry on commercial lines.
14. County as a complete unit of administrations.
15. Free medical check-up (T.B. cases, Polio shots.)
16. 4-H Club week expenses shared by big firms.
17. Excellent facilities for education of children.
18. Voluntary services well organized
19. Sufficient number of touring libraries.
20. Family fun night.

Critique on Program for the Pakistani Group

1. Warm reception of the group by the university staff at Lexington airport was very much appreciated. The members of the staff did their best to make our program as interesting and effective as possible. All possible facilities were provided. Half an hour daily spent on "House Hold Affairs" was very useful.

2. I very much appreciated the courtesy and hospitality of the members of the staff who very kindly invited us to their homes on various occasions. This help us in knowing each other intimately.

3. The lectures delivered by various lectures were extremely useful. I expected more lectures of behavioral sciences.

I would request the staff to provide copies of the lectures delivered, so that I should be able to disseminate this valuable information to my workers.

4. It would have been more useful had I received the books recommended for my studies at an earlier stage so that I would have been benefited by them here where I had more spare time to read.

5. Field trips were, of course, very useful. Such trips can be made more effective by: Before going out

(a) Discussing and listing definite objectives of the trip in the class room in consultation with the organizer of the trip.

(b) Members of the team to prepare questionnaire taking into consideration the a/m objectives.

(c) On Return. Evaluation by the members taking in view the objectives.

Captain M. Ayyub

Suggested Applications to V-Aid work in
Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team,
Presented during final week of training course at
University of Kentucky, June 1957

Suggestions by Mr. Rashid Ahmad:

In course of field trips, seminars and discussions following points struck me as particularly worthy of note and emulation which could possibly be adaptable in Pakistan with certain modifications.

1. In the United States there is no subdivision of holdings and father can give the farm to any of his sons (but usually interested in agriculture) who would then pay the cost of the share to others and thus the holding remains economical. Moreover in case of the uneconomical holdings those are being consolidated.

In Pakistan the inherited state is divided among the sons and leads to the subdivision of the land with the result that the majority of the land becomes uneconomic which impedes the development and depresses the standard of living of agricultural workers, tenants, medium and small size farmers. This system is a great barrier in the economic development of the country and needs prior attention of the people interested in the betterment and growth of this downtrodden community.

In my opinion the V-Aid Field staff can cope with this situation by educating the farmers and by emphasizing to them that so long the unit of cultivation and management remains to be small and uneconomic, agriculture can neither be progressive nor profitable and this can also help in fostering consolidation by amicable means.

The result is obvious if once it has been established it put its mark on the future development of the community.

2. During my visits to the counties I saw reports on agriculture which were prepared on the request of Chamber of Commerce a civic organization giving a statistical data, some narrative accounts of certain facts and useful suggestions for improving agriculture and farm income. Apart from individual who gave valuable assistance, the reports were compiled from the county agent and the soil conservationist helped in supplying certain facts and necessary information. The advisory committee takes this report as basis for planning a short term and long term program and this is a fundamental factor of their achievements.

Since the survey serves as a basis for study and analysis of condition and a guide in planning the future development in all the phases of development it is proposed that such survey should be conducted before starting the work in the project areas and a batch under training for the proposed area should made aware of the condition and statistical data so that they should start the work without losing any time on those lines on posting. This will certainly result as a guide for planning a development program in the phase of locality or community's economy.

3. It is observed that social science plays a very important part in the community development, and the Rural Sociology Department of the University of Kentucky conducts research as well as teaches the subject to

the extension worker which gives them an insight of the community's growth, values, stratification and effectiveness of different method of approach. Even in the schools the subject of humanities is included in the curriculum.

Our workers although are given some knowledge of the values of the people with whom they have worked after their posting, but they are unaware of the importance of values while dealing with the rural folks and also ignorant of group ideas and their social psychology. It is therefore proposed that the V-Aid worker should be familiarized with these allied sciences as a subject and it is essential to introduce in the syllabus of the institute. The result would be that the V-Aid worker will have the insight how to approach the communities and how to work with groups which will certainly provide him an opportunity to be popular among the communities, handle the situation tactfully and do the job most efficiently.

4. I have witnessed that rural leadership is the dominant factor in building an extension program and it is responsible for its successful execution. The county agent remains in constant touch with the leaders and through them he sells the program to the farmers. The leaders are also trained in performing selected tasks, in presiding a meeting or part of the meeting, in discussions giving them opportunity to express themselves in the presence of others. He takes keen interest and enthusiasm in the presence of others. He takes keen interest and enthusiasm in new practices and research and communicates, inspires and motivates the farmers to follow those practices. He receives recognition for his services in a public and press, radio and television offer comments for his appreciable services.

In Pakistan another handicap for successful community development work is lack of local leadership in the villages. Scarcity of leadership is due to the fact that usually the villages are small and then there is the existence of factions cooperation between the two parties is sometimes impossible rather one party wants to spoil the work of the other. Since experience shows that some people are there who are helpful and constant and tactful contact might result in finding one who could work as leader. Training of the leader is vital and important step towards the carrying out of the program. It is therefore proposed that top priority should be given to this important task. Leaders should be trained in the institute by providing special facilities, they should be encouraged by a public recognition, award of merit certificate and prizes in a special function marking this special event and publicity by local press and radios.

The result would be that it will really become easy for the V-Aid workers to work through the local leaders and through them to convince the majority of the farmers to follow the improved method and made use of new practices and the program can flourish without any hindrance.

5. 4-H clubs organization is yet another progressive source through which the extension program is executed. This is a National Organization and its objectives are many fold. It provides opportunity to the young boy and the girl up to the age of 21 years to work together. It gives them opportunity to make friends, win respects, help them build stature as a member of community and early start in the development to become a leader. 4-H member in U.S.A. is more valuable citizen in the world-wide community of nations.

The projects undertaken by the 4-H club involve parents, teachers and local leaders and their keen interest help its efficient completion and

execution. They hold their annual camps, rallies, fairs, shows, and various other features which are impressive and unique.

In Pakistan the 4-H clubs (or Chand Tara) are in its infancies and need reorganization and orietation on the U.S. pattern. The parents, teachers and local leaders should be involved in the projects undertaken by the 4-H members. The organization should be on district, provincial and national level and the participation and services of the members should be recognized, merit certificate and prizes should be awarded as incentive and great publicity should be given by press and radios. Competition, fairs; camps, rallies on provincial and national level should be organized.

A realistic approach will result in securing greater participation and securing more members which would be an assest in the community development program and pioneers of national economy.

6. Great publicity is being given to extension program through press, films, radios and television in the United States and it is the important media through which the new practices and the result of the research are brought to the farmers. All these are commercial concerns and great many magazines describing better ways of farming, better feed and seed and diseases of livestock and result of using fertilizers are published by the advertisers and similarly specialized commodities groups magazines are published at the cost of the advertisers who use these media to catch the farmers attention to sell their products. The radio and television programs are also sponsored by the great firms. County agent wrties news, programs and records speeches of the specialists which are broadcast by the radios.

In Pakistan the program lacks publicity which is really a great set back in the progress of community development program. Television is out of question but the commercial concerns are also not taking any active part in advertising their products through radios. However its very essential that the radios and press should give top priority to this nation-al program and the V-Aid administration should actively take part by introducing speeches, results of research, improved method new practices and some dramas on the radios and also send publicity materials to the local press. Use of film strips and audio-visual aid is probably the most powerful media for publicity if used.

People learn more either by doing with their own hands or by seeing and publicity through visual aid will certainly yeild good results and other media's will also help considerable extent.

7. It is observed that most of the approach in the communities are made through the county agent, who tries to render prompt service and in case he finds it difficult to comply with immedicately he tries to take necessary steps for making necessary arrangements. The Extension Service has a good many specialists on its staff and also has the privilege of ready coordination of other agencies.

Similar is the position of the V-Aid worker in Pakistan bu the different departments especially agriculture animal husbandry has their own extension service and their own specialists with the result a considerable inconvenience is experienced in getting the prompt service of the specialist or the coordination of these beneficiaries and sometimes the confidence of the villagers is shaken due to noncompliance. It is therfore proposed that the services ot these beneficial departments may be amalgamated with V-Aid administration to make it more efficient.

This would result in the best utility of the amount being spend on extension and the extension service becomes effective and accessible.

8. The county agents office are most provided with the soil testing laboratories with a technical staff, and the county agents who do not have such facilities have some arrangements with the counties which have laboratories. A fee of 50 cents is charged for each sample and the farmers recognize the value of such services.

It is proposed that such arrangements are since of utmost importance as an experiment. These laboratories should be established at the institute and in the office of the development officer at the first instance to render this important service to the farmers. The cash value of this service will serve two purposes:

1. Save in the purchase of the fertilizer.
2. Improve yield and better practice.

9. In the United States there are numerous lending agencies which give loans to the farmer for the purchase of land livestock, farm machinery, seed, fertilizers even to automobile, home equipment and accessories. Farm Home Administration, Land Bank, Cooperative banks and various other commerical agencies and banks. Product Credit Association etc. with the result that farmers have no difficulty in obtaining short term loans and long term loans. All the banks and agencies have their experts employed who render all sorts of assistance to the farmers.

The Taccoui system is prevalent system in Pakistan is a most un-economic system as the money loaned has been found most inadequate to meet the demand and fulfill the need of the farmers. Thus this system has depressed the condition and retarded production which needs immediate modification. The loaning banks and loaning agencies should be established on the U.S.A. pattern of cooperatives to loan money on reasonable interest by mortgaging the fields as good securities. The banks should not employ only economists but also a specialist who could give expert advice to the farmers on all aspects of farming. The loans should be a short term and long term but should be given on productive projects.

Best credit system is basic to agricultural improvement and the spear-head of community development.

10. Soil conservation is rendering valuable services in the United States. It helps the farmer in taking steps in controlling soil conservation on their farms. It works in coordination with the Agriculture Stabilization Conservation department which is a state department and maintains a special service which in addition to advisory service subsidizes the farmers for growing grasses and reseeding pastures and applying fertilizers and also for terracing, etc.

In Quetta area a considerable acreage is eroded every year by flood. The Central Department of Soil Conservation renders some advisory service but the farmers are reluctant to adopt those recommendations. It is therefore suggested that V-Aid administration may subsidize for growing grass and reseeding pastures and fertilizer while the soil conservation department should research to find out the most suited varieties of grass suited to condition. V-Aid administration can also give a lump sum award of Rs 500 as Grass land Farming award for the production of good pasture farming as done in the U.S.A.

It is expected that a good deal of acreage of land will be saved and at the same time more sheep will be maintained per acre. This will help in raising the livestock wealth and thereby increasing the income of the farmer and economy of the country.

11. The Voluntary service in the United States is really commendable. People's willingness and ability to finance humanitarian causes through societies, associations, and clubs are simple wonderful. Community Chest, Manchester Library, Family Planning, Child Care Service and Social Security Service are a very few organizations of the numerous organizations which are active in rendering service to humanity.

In Pakistan I felt that there are a few such organizations but the spirit of voluntary service is diminishing. I therefore propose that since one of the objects of V-Aid Administration is the selfless service to humanity it should encourage the formation of philanthropic organizations and play an active part in its contribution if necessity arises. Village councils and local leadership can also play predominant role and motivating the villagers to raise funds regularly and form an association whose accounts should be open to audit. Various organizations such as Social Security Service, Child Care Service, care of widows and various other voluntary organizations can be established.

- 1) It would result that the community development work will be accelerated.
- 2) The value of the social work will enhance.

The point of particular notice for us are the phenomenal and exceedingly quick growth and expansion of American Nation in men, money and exploitation of various natural resources. The spirit of enterprise, efforts at improvement and efficiency as so conspicuously demonstrated by the American people who have the highest standard of living today. ICA resources are limited as compared with unlimited resources here, we can certainly improve our condition through enterprise and greater efforts and minimize the pressure on agriculture as the subsistence of 80% of people still depend on this. It is however true that unlike America we need intensive cultivation in a large part of our country in view of its high population, while America had to encourage people to put fallow land under cultivation.

Evaluation of Arrangements and Procedure:

By Members of the Community Development Training Team (Pakistan)

University of Kentucky, June 1957

Critique of Program Planning in the University

1. The first week of our stay in Lexington was spent in knowing each other so that the individual and group requirements may be assessed to formulate a program of training which could suit to the requirements of all and each member of the group. In my opinion it was a good step for the reason that the members of our committee were not "in the know" of Pakistan conditions as well as the organizational set-up of Village Aid Program in Pakistan. I therefore feel that the further groups of Community Development coming to this University for training may not require a week to be spent as the members are well conversed with the conditions and organizational set-up in Pakistan.

2. As all the members of the group had a very good academic background and they could have been recommended to read selected books on sociology

and other allied subjects. I hope that since the members of the committee had enough experience of our requirements it may be easier for them to make out a list of useful books and other publications as helpful reading to become converse with the subjects for the next group.

3. As Community Development is a more recent subject it has not been included in the curriculum of our universities. It is therefore suggested that for the first two months a short course in rural sociology, anthropology and psychology to a group like ours, so that when they go out for observation on field trips they may be in a position to see the things with an eye of a sociologist and Community Development worker.

4. I, as a development officer, was supposed to understand the work of the specialist as to how they coordinate with the county agent in carrying out the project in the field. I think this purpose could have been achieved had I worked with more than one subject matter specialist. I therefore recommend that the field officer like me may work with different subject matter specialists instead of working with one.

5. I highly appreciate the openmindedness of our members who drew our attention to color prejudices in the South especially, and the suggestion that the group should wear Jannah Caps while going out in the counties or walking in the city but this solution unfortunately could not work very well. I suggest that more stress may be laid on the publicizing the group activities of the foreign nationals. Such publicity and publishing of group picture will not only acquaint public but would also have helped to international relationship.

I have thoroughly enjoyed and gained a lot of experience from my visit to the various counties. It is not an inopportune to record the help, hospitality, cordiality and enthusiasm and the pains all the concerned took to make our tours in the counties more comfortable and fruitful. Special thanks are due to Dr. Howard W. Beers, Mr. Whitehouse, and Mrs. Van Meter for the kind treatment they meted out to me.

Suggested Applications to V-Aid Work
in Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
University of Kentucky, June, 1957

Suggestions by Sachal Shah Bukhari

As this program was started on the basis of the achievements of Community Development Program in U.S.A. it was necessary that the educators and the field staff from Pakistan may study in detail how this program is carried on successfully here and there by getting new ideas and farm practices which can be adaptable in our country. With this view we arrived at Lexington on February 3rd. On our arrival we were given warm welcome at the airport by the faculty members of the University.

I am really grateful to the members of the committee who were very good and hospitable to us during our stay here. Our training program was planned under the able guidance of Dr. Howard Beers in such a way that we were able to observe and study what we aimed at.

However there are a few suggestions which may be useful to the next team.

1. Special field of study of the participant may be given more time, at least one month.

2. For this special interest the participant may be sent to the proper place where they can learn more and which can fit their field of study; for instance I was interested in adult education and hence it would have been better, had I been sent to Georgia for one month.

3. Academic instruction may be imported for first two months and then the participants may be sent outside for field trips.

4. Due to segregation in this country the people from Asia with black complexion generally felt some difficulty in the beginning. To meet this problem the planning committee should give a wide publicity to the activities of the participants through newspapers, radio and etc.

Observations Which Provide Ideas Adoptable in Pakistan

1. Bureau of Community Service -- Bureaus of community service has been established in almost every state university of U.S.A. There are three functions of such bureau. A. Teaching B. Research Work C. Extension. The specialists in rural sociology conduct research work on diffusion of ideas and farm practices. But in Pakistan Universities have the least concern with the community service. Our village aid training institutes serve only two purposes. 1. Teaching 2. Extension service but no research work is carried out. Hence, it becomes a difficult job for a V-Aid worker to spread new ideas amongst the uneducated villagers. Purpose of extension service is to spread new ideas and new practices in order to bring about a change in the direction of efficiency. I ask to establish community service bureau in University at this stage will be very impractical, I think this idea can be adapted by appointing one specialist in rural sociology and psychology in each region. He should be attached to the directorate and should conduct research work on diffusion of ideas and conduct short courses in each development area for the V-Aid workers and supervisors to teach the "how to approach" the people in rural areas.

2. The Media of Communication-- The media of communication of new ideas and farm practices in U.S.A. are radios, television, newspapers, books and bulletins, and so on. As most of our farmers do not know reading and writing books, newspapers, etc. will not be of any use to them but radio can be used effectively for this purpose. It is therefore suggested that each V-Aid worker may be provided with a radio set and the director of broadcasting may be requested to make arrangements for V-Aid programs to be broadcasted from all the radio stations of Pakistan.

3. Training of Leadership-- The volunteer leader is a major distinctive force in democratic living in U.S. and is the link between the farmer and official agencies which promote changes in American life, based on needs of the people but unfortunately due to the lack of education in Pakistan the people do not take much interest in the social welfare and hence volunteer leadership is rarely found. The society can change if the personality of individual develops but it is only the effective leadership that can help in this direction.

The quality of leadership in American organizations is one of the principal factors that determines the nature of community life.

It is very often said that communities in Pakistan lack leaders but I think this is not true for there is no community in any nation that is so impoverished in human resources that it has no leadership. It may be quite true that there is no constructive democratic leadership but there will be

some leadership even though it may be bad.

There are potential leaders in all communities and it is the extension work's responsibility to provide the proper motivation training.

In U.S.A. the county agent trains the leaders to help him in his work but our V-Aid worker who is given one year training only is not able to find out democratic leaders and train them properly so that they can function within the context of the democratic process. It is suggested that the school teachers may be trained during their vacations by the specialist recommended above. The school teacher is very much respected in the rural area and he can really be useful if trained properly. The V-Aid department should seek the co-operation of the education department in this connection. National economy will be improved if the people take interest and produce more but to create interest is the function of the V-Aid worker and the leader. In developing leadership the worker must not be economical. As ever increased number of people from all the widely varied situation of our development areas should be encouraged to plan, develop, carry out and evaluate expensive programs.

4. In high school - Americans look upon education as a preparation for citizenship and for daily life rather than money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry. In high schools there are so many subjects which fit the student so well for actual business activities in the future; for example, vocational education in the fields of agriculture, home economics or industrial crafts introduced from the ninth grade. No two schools of the same grade teach the same subject in the same manner. They adapt their teaching to the environment of the school and the requirements of the people for whom the school exists.

Our system of education is a defective one which produces clubs and people with general education but no technicians or the vocationally educated. It has a feeling of contempt for human labor and working with one's hands. This is in contrast to the principle of Muslim education which inculcates that working with one's own hand is an honorable and dignified thing. The holy prophet of Islam (called-Le-ho-Aleihe-was-alle) used to work with his own hand. He used to mend his own shoe and repair his own clothing. Under the present system of education young men after studying in a town and living there, are no longer keen to go back to his village home or to the village life. There is then an increasing desire in their hearts to settle down in a town. This is then a very serious problem and is caused by the village faulty education system introduced by the foreigner. After a comprehensive study of the education system in U.S.A. I make the following suggestions:

The government may be moved to authorize a national survey of the education both primary and secondary and consider the following recommendations. A. Curriculum may be divided into two parts.
a. Rural area. b. Urban

1. In rural area even the primary schools should impart education which has a strong agricultural basis. In rural high school vocational agriculture should be taught as one of the important subjects from the eight grade. Each student should maintain one project on the farm attached to the school and with three years he would be taught everything about the crops and livestock.

The school should have a good workshop where the student may be taught carpentry, smithy and other techniques which are very useful to the farmer. The school should be closed at the time, the children are expected to help their parents in reaping the harvest.

2. In urban area, industrial crafts should be taught as one of the important subjects.

3. In girls high schools in urban as well as rural areas domestic science including needlework, washing, cookery, and nursing should be taught and they should devote 50% of time to practical work, the rest to theory.

4. The following bureaus may be established in high schools both rural and urban.

A. Bureau of educational research and school publicity. These programs aim to interpret the school to a. pupils b. teachers and other school employees. c. the public.

B. Bureau of guidance--this bureau will guide the children to select groupings of subjects from the specialized curriculums in secondary schools in order to prepare themselves for some occupations.

5. Revision of Textbooks--present textbooks don't fulfill the need and environment of the people of the country and hence need to be revised.

6. P.T.A.--in order to bring in teachers and parents together the parent teacher associates may be well organized throughout the country in primary as well as secondary schools. Local school advisory boards may also be established.

7. Audio Visual Instruction--the teachers should be urged to use audio visual materials in teaching; for this instruction has demonstrated value in creating attitudes, motivating behavior and developing morale; Rousseaus in Pestology, the eminent educationists maintained that there must be a close relationship between sensory experience and verbal experience.

8. Schools and Colleges may be developed as community centers.

9. Teaching Method--teaching method in schools and colleges is defective. We follow lecture method in most of the schools and colleges while in U.S.A. discussion method is followed. People learn better through discussion. In lecture method the students remain as passive listeners and hence they don't get much chance to use their thinking power. It is therefore necessary that the educators should change their tendency and put into action the modern teaching methods which are taught to them during their training period. They should encourage independent inquiry and should give a chance to the pupils to ask questions and discuss what the lectures tell to them.

5. Adult education in U.S.A. West Georgias' unique college in the country has brought the stimulus of discussion and learning to adult group in the country. An important aim of this adult education is to help people develop a clear understanding of democracy which can serve to guide them in intelligent participation in a free society. The college provides leadership and consultative service when requested. The college has a responsibility for extending its program of education to the communities in its area. The staff, men and women serve without additional pay.

The conception of adult education in our country at this stage is quite a different one. Nearly 80% of the people are illiterate and hence by adult education we mean literacy campaign. This idea can be adopted in our country, by urging the staff of the secondary schools and colleges to teach the adults reading and writing once a week at night.

In villages the primary leader may be given little extra remuneration for taking literacy class in the school at night. In small villages where there is no school a village leader may be motivated to teach the adults on Friday in the mosque or at night as it is convenient to them.

Pakistan has chosen democracy as the path of her political and civil development. Democracy in Pakistan must be rooted in the masses; who can follow, guide, criticise and initiate. Our ignorant agricultural class, with literacy as their first element can if they will, work out their own economic and social salvation.

Most educators are now convinced that teaching children alone will not solve the problem. In many areas where primary compulsory education has been tried, it is a complete failure. The country can not become literate until adult literacy campaigns reinforce the efforts of the present compulsory school system.

There are two chief reasons why the primary schools alone can not cope with the problem--first, most parents who never knew what it meant to read think their children need little or no education. They take them out of school at the end of the 1st or 2nd or 3rd year. These children return to their village and soon forget how to read at all. Second, there are practically no books, no magazines and no reading rooms in small villages.

6. 4-H Clubs--scope of activities of a club is very wide in U.S.A. camps, Contest, local and state-wide and the annual-week enrich the program and have engaged the interest and support of increasing number of club members, adult leaders and of the public in general. Each project is supported by appropriate literature with specific instructors. County achievement days, required two state shows and the national club camp have been added to the scope of activities of 4-H Club.

We have started Chand Tara clubs on the same pattern and they have a tremendous significance in the V-Aid program, but it is not national organized. It is recommended that this youth organization may be accepted as a national organization and in order to encourage membership, camps and contests should be held every year at the village, taluka, regional, provincial and central levels and awards may be given to the leaders and enthusiastic members.

7. Group and Organizational Life in U.S.A. --I think in no country in the world has the principle of associates been more successfully used or applied to a greater multitude of objects than in America. Americans of all ages, all conditions, and all dispositions constantly form associates. Each member of the group in addition to being himself, bears equal responsibility for the survival and progress of the group as a cooperative team. This useful idea can be adapted in Pakistan by encouraging the farmers to organize themselves and start farm bureau organizations. They should be convinced that until and unless they are highly and tightly organized they will have no voice in the national government and they can not get a fair share of national income.

8. Homemakers--schools sponsored by the extension service are being held for young homemakers, the home agent is the teacher. They have reading assignments, quizzes, and homework. The classes are held once a week. The subjects are meal planning, home gardening, and money management. This idea can be adaptable in Pakistan. The lady village aid worker should start such classes in the villages in homes or in girls' schools. She should form an advisory committee of young ladies. This committee may decide as to the topics included, length of the session and hour of meeting.

9. Values of Community Development and Motivation--in U.S.A. the people of rural area are literate and hence they come to know the values of any program started by the government through radio, television, literature, and so on. When the people become aware of the values, they accept it easily. In Pakistan most of the people of rural area are suspicious of the government's intention. It is therefore necessary that the welfare workers should give a wide publicity to the Community Development Program and its values. If the people are convinced that the government with the help of the rural people intends to replace poverty, isolation, misery, ignorance and apathy with better crops, animals and home practices, roads, health, education, they will cooperate with the government and the task will be very easy.

Community Development Program will be successful when individuals and groups of individuals are motivated to give up ideas and habits of long standing and adopt new ways. While motivating the people the V-Aid worker should use the following methods:

1. Visible economic advantage--he should try to demonstrate economic advantage in a new practice.

2. Prestige and honor--by explaining new ideas in ways that offer to center prestige in those who accept them, people often can be motivated to action they would otherwise not take.

3. Religious motivation.

10. Extension Service Review--the review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently and to make the home and community a better place to live. Our monthly magazine as Pak-ser-zanim and Goth sudhal may be published on the above lines for our objective is people--a program is only a means to an end.

EVALUATION

There are 4 main kinds of activities of Community Development:

1. planning
2. program operations
3. training of personnel
4. evaluation

The last activity is not given much importance in our V-Aid program while it is considered the most important factor of the extension service here. Evaluation reduces the size of errors. It provides evidence to the community of the values of the program. It is therefore necessary that during training period much emphasis should be laid on evaluation and the V-Aid worker be urged to evaluate his activities in the development area.

Suggested Applications to V-Aid work in
Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
Presented during final week of training course at
University of Kentucky, June 1957

Suggestions by Mr. A. K. M. FAIZ

In course of the above studies I have observed so many good things including thorough mechanization of rural farming as well as the country kitchen, which will take years before it reaches the Pakistani farmer. I shall, therefore, try to set forth below only those points which have some bearing on or may be applicable to Pakistani conditions. It may, however, be mentioned here that the V-Aid Program which is more like the newly started "Rural Development Program" in U.S.A. is based essentially on the principles and methods followed by the Extension Services in the states except that there is some organizational difference between the two and that the former is larger in scope as it includes also Animal Husbandry, Health and Sanitation, Cooperatives, Cottage Industries, Education, Fisheries, in addition to Agriculture and Home Economics with which the U.S. Extension Service is mainly concerned. As for organizations in U.S.A. (1) the College of Agriculture, (2) the Extension Service, and (3) Experiment and Research are under the control of one person bearing the title of Director, while in Pakistan the Colleges and Research and Experiment are a responsibility of the Department of Agriculture which too (like certain others) has a limited extension service of its own. The V-Aid department has, however, 9 (2 more expected) Institutes and two academies (approved) for the training of multi-purpose workers and officers respectively. So coordination among different departments is one of the important and difficult functions of the V-Aid workers. As the most important extension man at the local level, the County Agent has to do a lot of coordination work too. I shall begin my comments and suggestions with him.

County Agriculture and Extension Agent: (1) His designation is an advantageous and meaningful one as it points to the duties of the County Agent and also indicates the area, he serves. (2) The County Agent in U.S.A. is a graduate in Agriculture. This makes him more helpful and acceptable to the farmers in as much as he himself can be of quicker help in solving most of the agricultural problems of the farmer particularly those regarding soil testing, use of fertilizers, cattle feed, etc. Similarly Pakistan may consider the possibilities of recruiting Agricultural graduates outside the institutes too on the model of the U.S. Extension Services. (3) The County Agents in U.S.A. are not at all transferred easily. Some have been at the same station for 15 or 20 years. In Pakistan transfers from one place to another are not very frequent, but also there are transfers from the department itself. It is very desirable to avoid a transfer unless the same is warranted by the conduct of the workers or by genuine popular demand. This should apply even to administrative posts of the central and Provincial levels as far as possible for a full knowledge of the area and its people and of their peculiar habits and practices is very necessary for any work that calls for popular participation and human relationship as the V-Aid Program has undertaken. (4) The County Agent is a good public relations officer too. His human and friendly treatment to visitors-particularly the farmers- has impressed me very much. They talk like friends and move shoulder to shoulder.

The attitude of "May I help you" is a distinctive feature of the office of the County Agent. Anybody connected with V-Aid should also accept this as a motto seriously and sincerely, and I am sure, this will save a good portion of paper propaganda and attract the common man to this program more easily.

(5) Coordination and cooperation with the service departments is another function of the County Agent. His problems in this respect are slightly different from and easier than those of his counterparts in Pakistan, where departments of Agriculture, Health, etc. have their extension services too. Frequent meetings among workers of various departments seem to have rendered the work of coordination easier and smoother in U.S.A. inspite of certain overlappings between the activities of the County Agent and those of the vocational Agriculture teacher and soil conservation people. Very often he contacts the other agencies personally and gives willing credit and recognition to the services of the latter. This appreciation and recognition is a great contributor to inter-departmental good relationships and is worthy of notice. This coordination might be sought in two other hard ways viz. a) by placing the departments of V-Aid Agriculture etc. under a common head on the pattern of U.S.A. where the College of Agriculture, Extension Services, Research and Experiment Station, though separate entities, are headed by a common director.

b) By placing the extension portions of the other nation building departments under the V-Aid authorities on the lines of the Extension Services in India. These two suggestions may not find favour with the older departments, so the method followed by the county agent seems to be the best and handiest, at least, for the present. In Pakistan two interdepartmental contacts and meetings at all levels should be intensified so that the service departments are associated with different phases of program making. This work of coordination may further be accelerated through instructions by the heads of other departments to their field workers to offer any assistance and cooperation to the V-Aid workers whenever they need and seek the same. But the mutual friendly spirit is better than anything else and can be productive of real good, and can conduct to the growth of a welfare state.

(6) Last but not the least the County Agent is recognized and respected as an important person in the county of his posting. This, of course, is due to his personal ability as a public relations man, traditional aspect attached to the post and also to recognition given to his position by the appointing and local authorities, (i.e. the University and the County authorities.) This technique will add to the prestige and popularity of our development officers and field workers.

Assistant County Agent:-- This officer (where the county can afford one) is generally in charge of the 4-H clubs for boys, while the assistant Home Demonstration Agent is in charge of the 4-H clubs for girls. Speech competitions, exhibition of dresses made, food, etc., prepared by girl members, egg poultry, cattle, projects, etc. as demonstrated by the boys are really inspiring things. In this connection two thoughts strike me as pre-eminent. First, the interest taken by parents and second the financial assistance and encouragement in the shape of prizes. Poultry and other animals for projects by the commercial classes, are instances that will help motivate Pakistan parents and businessmen to volunteer their services in these fields to create future citizens of the country.

Another important point about these clubs is that unlike Pakistan Crescent and Star clubs, they are a national organization with competitions at the county, state and national levels. This helps the growth not only of useful citizens, but facilitates common ideas (ideals and aspirations) and fosters a sense of unity and uniformity in behavior and speaking.

So, our clubs should be raised to the provincial and national status as early as possible. This will have a great publicity value and help the organization in getting more members, and patrons. The Assistant Home Demonstration Agent does similar duties as far as girls are concerned.

Home Demonstration Agent:-- Her duty is to look after the Homemakers-- the older section of the rural women folk who have an association in every community. They meet sometimes in the presence of the Agent and discuss matters regarding food, nutrition, dress and furniture, painting and cleaning, homes and premises, child health, handy work. Our home economists are working on these lines although the membership is limited and has responsive. The "Pot-Luck" dinners are a novel feature of the Homemakers associations in this country. Every member brings her food and shares it with other colleagues. Our women's clubs may be encouraged to try this method in their meetings. Similar friendly gatherings have been noticed in the churches too.

Vocational Agriculture:-- The high schools in U.S.A. offer a course of studies in vocational agriculture. In Pakistan-especially in East Pakistan - no such facilities exist. This course is very useful for more reasons than one. First, it helps create a class of educated farmers; second, this course tends to give an agricultural bias even to those boys who do not take it up through the lavish use of posters, maxims, prize materials, audio-visual aids in the agriculture classes. Third, the agriculture course boys are given some training in carpentry and electricity too, besides the use of agricultural machinery. Fourth, agriculture too, treated as dignified a profession as any other although factions attract young men more because of higher wages. The Government of Pakistan through the Department of Education may consider the introduction of the agriculture course, at least, in selected high schools as an experimental measure so that educated persons may take to agriculture as a profession and profit by the use of modern techniques. Only an educated farmer can be really effective in intensive cultivation which Pakistan badly requires on account of her high population. As an interim measure, however, Government may take up short courses for young farmers and willing boys from schools and colleges of the V-Aid training institutes during summer or autumn holidays.

Vocation Agriculture in the States is connected with another great national organization known as the Future Farmers of America (F.F.A.) It holds competitions among Agriculture students not only about their projects and farm activities, but also trains them up in Parliamentary Procedure and Practices more effectively than the 4-H clubs. This organization has created a feeling of pride and prestige among its members as farmers and future farmers. We, in Pakistan, should create such confidence in our farmers and our schools and colleges should inculcate on their students, the lesson that agriculture is as honorable, a profession as any other, and that the students should during holidays, do some practical work in the fields. Now that we have no organization like the F.F.A. our Chaud Tara clubs may emphasize farm activities in their projects. Further, as an encouragement, good speakers and subject matter specialists should be invited to address Chaud Tara clubs and schools on subjects like farming, cooperatives and selected humanities. Similarly new ideas may be brought to farmers in the adult classes and by involving them in the club competitions as in the States.

Home Economics:-- This is a regular feature of the schools and universities in the United States, and elaborate arrangements exist in high schools for teaching of this subject through a trained teacher who is generally a graduate in Home Economics. The University of Kentucky has a big and independent department for Home Economics, where girls (and some boys too) study for their bachelor and master's degree. Thanks to the cooperation of the business community, sufficient facilities exist for practical training in dress making, nutrition, child care, cooking, etc. Our universities will do well to give the study of Home Economics an important place that it deserves. High schools should encourage and emphasize the practical side of their teaching in Domestic Science on the levels of U.S. high schools.

Community Development and University and Colleges: The University of Kentucky has a big department of Sociology and Rural Sociology. It has a "Bureau of Community Service", attached to it. This bureau studies community problems on their own by way of practice training to the graduates in the department and also at the request of the communities or other agencies. The West Georgia College in the state of Georgia has a Directorate in it for community development activities. Our Colleges and Universities should include sociology, at least, as an elective and the department concerned should work on the lines of the community service bureau of the University of Kentucky.

The Berea College, which is the result of the voluntary efforts of a Priest and some of his friends encouraged by public donations, is a unique institution run in a self-help basis for the education of poor boys and girls at a very nominal expense. These boys and girls (1500) have to work and earn their expenses. It has a fire service and a water plant to serve the city there. Its carpentry, engineering, and weaving sections make excellent things which gives the college a good income. Every piece of work is honorable there. It is quite possible to build such an institutions for the education of poor and meritorious boys and girls in Pakistan for vocational purposes at least.

Publicity:--The U.S. Extension Services have unlimited facilities for Publicity through the Press, T.V., Radio, complete with the immense literature of various kinds provided by the government, universities and no less, by the commercial agencies, the County Agents, Home Demonstration Agents. Local Rural Electric Associations have regular program on the local radios and sometimes on television regarding extension, and rural problems, and new information about farming, homemaking, etc. To these is added the use of projectors, film strips and tape recorders. But owing to lack of literacy, electricity and radio facilities Pakistan will have to emphasize and increase the use of projectors, film strips, and tape recorders and players which can be conveniently used to impress the illiterate villagers. It will, therefore, be advisable to provide development officers with projectors, films and tape recorders. Book mobiles (mobile libraries) on the model of the West Georgia Book Mobile may be provided for one or a group of development areas.

Cooperatives:--The farmers' need and conditions in U.S.A. are greatly different from those of the Pakistan farmers who are by far the larger in percentage and poorer. So here cooperatives are mostly production or sales associations, such as the product: credit associations, milk associations, cooperatives for supply of seeds, feeds, fertilizers, and agricultural implements, etc. The Pakistan farmers may profitably be encouraged to form the last named cooperative. In West Pakistan milk

associations may be started with great advantage so that supply of pure milk and dairy products may be increased through milk and dairy societies. Here the federal government has taken a large part in supply of credit to farmers. The Farm Home Administration may be mentioned as an illustration. It supplies 100% requirements of an old or prospective farmer at a low rate of interest unlike other agencies. This has encouraged many war veterans and educated persons to take to farming. The Pakistan Agricultural Finance Cooperation may see if they could extend similar facilities to selected farmers old and prospective.

The Rural Electrification Associations and another instance of federal patronage to cooperatives. This has hastened the electrification of villages in U.S.A. Now that our Power Plants are under construction the Central Government may consider the supply of loans for rural electrification on the U.S. lines. The Kentucky Artificial Breeding Association, has proved a great success. This method should be tried vigorously especially in East Pakistan where the cattle are very poor. The cattle feed associations too are a need there owing to want of sufficient pasture lands. The V-Aid workers can impress on the villagers the benefits of rural cooperatives.

Community Chests: --These are agencies that raise funds for welfare and development activities. They are a registered body and have a novel way of raising funds through small committees and groups selected within different areas, offices and commercial concerns. These chests have a central committee which deal out funds on and according to the success of plans made by the zonal branches. We may try similar chests in Pakistan through persons other than V-Aid workers. Besides this in U.S.A. there are so many big foundations e.g. the Ford Foundation, Asia Foundation, National Cancer Fund, Polio Fund, etc. Almost every city in the States has got a Rotary, Kiwanis, Lions and other clubs which often sponsor youth and educational programs. One of the objects of the Lions club is to provide eye glasses to poor school children. Our business classes may be attracted to such organizations and induced to take interest in youth and educational programs like interdistrict competitions or interprovincial group meetings of students or Chaud Tara Club members.

Local Leadership: --Such leadership is as essential to the improvement of the villages as to national progress. In U.S.A. rural leadership comes mainly from the following sources viz, 1) the F.F.A.; 2) 4-H Clubs; 3) Parent Teacher Association, and 4) the various committees formed under the supervision of the County and Home Demonstration Agents. We have already got items 2 and 4. F.F.A. has been discussed above under vocational agriculture. The P.T.A.'s will help in adding to the number of local leaders and should be encouraged in all rural schools, of course. The teachers with a larger role in forming these associations. The V-Aid workers will cooperate with these teachers.

Farm Families: -- I enjoyed the hospitality of two farm families for a week. They are well off and have all the advantages of a city life. The U.S. Farmer is a very hard working man and does most of his work without any assistance from outsiders. He has two kinds of cattle-dairy and beef- coupled with hogs and/or sheep and poultry. All these animals are well kept and healthy. He uses plenty of corn as fodder and has got big pastures. Extension and Soil Conservation departments have taught and encouraged the sufficient use of fertilizers and conservation of soil through cover grasses or crops. Green manure too is popular with him. In the matter of food too there is hardly any difference between the

town and the rural people. Both use raw vegetables and prepare food (which is readily available even in the remotest village). The Pakistani farmer still lays the old emphasis on rice or bread, and can profitably be persuaded to include in his food more vegetables. A larger use of sweet potatoes can be encouraged as in U.S.A. These will minimize pressure on rice and wheat and make the food more balanced too. Poultry farming is quite popular with U.S. Farmers. Many produce them commercially. V-Aid workers can educate the farmers about change of food, breeding of more poultry for own use and sale. Similar efforts should apply to cattle as well.

In West Pakistan we have good cattle. The poor cattle in East Pakistan need great care and attention. Both dairy and beef cattle (preferably of the angus variety) should be tried in East Pakistan where the cattle are very poor and enough of them are necessary for ploughing and to feed the huge population. Both in this and artificial breeding the V-Aid workers can educate and encourage the farmers. Within the limited resources of the Pakistani farmer who may have to wait for years before he can think of mechanized farming and electricity, he can improve his lot by earning a supplementary income through cattle, poultry, larger production of vegetables and recourse to cottage industries.

Community Development and Religions--In the U.S.A. religion is held in high esteem by most of those connected with community development and other welfare activities. Churches are very active in the field of education and welfare activities of different kinds. In some places churches have been used as pioneer points of community activity. The Oak Mount Church in West Georgia, and the Stark Church at Sandy Hook, Elliot County, Kentucky, may be cited as glaring examples. I think in Pakistan too the rural people - who are highly religious in outlook, can be easily organized if their religious ideals are kept in view. The County Agents and Vo-Ag Teachers, I came across, have been found to be quite religious and church minded. I think this helps them in their popularity and public relations activities. This is a good technique and used at the proper place can help organization of and participation by the local people.

Schools:--Education is compulsory in the States from 6th to the 16th year. In Kentucky consolidation of schools, which has been easy owing to transportation facilities, seems to have added to efficiency and economy. Supply of lunch at a cheap rate to school children is a very helpful step which tends to uniformity in the health conditions of the pupils. Every child is medically examined before admission. Health tests of children should be intensified in Pakistan and the possibilities for introduction of mid-day tiffin in school, may be considered as a useful step towards good health of school children. Schools here have no examination system on a class basis or a common high school examination as in Pakistan. Every student is considered on individual merit. This system has the merit of every students' special attitude being known more clearly both for education and employment. The supply of free textbooks at the elementary stage is another good point in U.S. education.

Health:--General health of the people here is quite good and this preventive side is more emphasized. Treatment is very costly and therefore very poor cases are treated free. In the same manner in Pakistan too the richer section of the people should seek treatment on their own. This will offer larger facilities to the poor and compel preventive measures on the citizens themselves.

Theoretical talks in Sociology:-- These talks mentioned earlier in this report have been of immense use to us as guiding principles - regarding values, community development as a process, leadership, group activities, etc. I feel, we should have been given more talks on Psychology-mass Psychology in particular-- , anthropology, etc. As for the seminars of which the periods could have been cut down further, most useful have been those on community development and participation by people concerned, and evaluation. On these two topics valuable contributions were made by Dr. Carl Taylor, Dr. Sanders, Dr. Beers, Dr. Sutton, among others. The subject of evaluation was discussed fairly at length.

As for the training program I think that the contact with specialists should be allowed within the month of arrival, and that more time should be given to specialist interests and theoretical studies.

An Evaluatory Summary of My Studies and Observations in the U.S.

I consider it a pleasant duty to prepare this brief summary and self-evaluation of my studies and observations made during the last four and a half months stay in the United States of America, with hearty thanks to the Community Development Division, I.C.A., our Project Manager, the International Center, Washington. D.C., and particularly to the University of Kentucky as represented by the committee headed by Dr. Howard W. Beers, Head of the Department of Sociology and Rural Sociology, University of Kentucky, which is in charge of our training from the 3rd of February to the 10th of June, 1957. We are grateful to the Committee and the members of their families, to the president of the University, to the Mayor of Lexington, and others for their kind reception and hospitality to us. Our special thanks are due to Mrs. Van Meter for the ungrudging care and hospitality she extended to our group. Our thanks are due also to Dr. Beers' secretary and others for their help and cooperation.

The main object of our visit was to study and observe community development and extension services in the U.S.A. The government of Pakistan too has launched a program called the Village Agricultural and Industrial Development Program (V-Aid) which has entered the third of its five year plans and aims at improving the living standards through education and self-help of about 80 per cent of the Pakistanis who live in the villages and depend mainly on agriculture for their maintenance. All the member of the Pakistan team belong to the V-Aid program, hence the emphasis in community development and extension service.

Our life in the States began with a two weeks' orientation at the International Centre Washington, which, through learned talks, acquainted us with the culture, history, religion, government, etc. of this great country coupled with its unprecedented progress in the fields of science, industry, and mechanization. The spirit of enterprise and the dignity of labor as evinced by the American life are really worthy of imitation as the will to improve and enterprise are the two primary requisites for the progress of any community or nation whatever the resources. The orientation, therefore, proved to be a useful prelude to our studies.

The four months of our stay in Lexington were devoted to different types of activities and experiences pertaining to community development such as a) seminars with the members of the training committee and others, b) talks by specialists on sociological subjects such as 1) community development 2) values, 3) group dynamics, 4) society and stratification, 5) leadership, 6) Recreation, 7) evaluation, etc., c) visits to farm families, vocational agriculture teachers, home economics teachers, County Agents,

Home Demonstration Agents, etc., d) contacts with other nation-building and welfare departments and organizations such as Health Department, Education Department, County Government, Soil Conservation, Farm Home administration, cooperatives of different kinds, and e) visits to Berea College and the West Georgia College.

EVALUATION ON STUDY TOUR OF V-AID PARTICIPANTS IN U.S.A.

Muhammad Hanif P10/P

No. 91-81-001-1-60218

GENERAL DISCUSSION AND OBSERVATION

PART I.

We, a group of 13 Pakistani V-Aid participants arrived at Washington on January 19, 1957. The tour was sponsored by the I.C.A. and the government of Pakistan, jointly. In the first week we attended an orientation courses arranged by the Washington International Center which gave us a general background of the American culture and its administrative set up. This orientation was found very useful in the latter part of our visit in the States. From January 23rd to February 1, 1957, we attended discussions in the I.C.A. office with the experts and specialists regarding our programmed study.

I came to Lexington On February 9 and the other members of the team reached Lexington on February 3. We were attached to the University of Kentucky under the supervision of Dr. Howard W. Beers, Head of the Departments of Rural Sociology and Sociology. He prepared a coveted schedule of our training which included seminar discussions on the campus with specialists and experts, visits with the farm family, field visits for study of vocational agriculture and home economics teachings, study of extension and community development with the County Extension and Home Demonstration Agents in the counties, study of extension specialists role in community programs, visit to West Georgia College to study community development and adult education program, field studies of Rural Development Programs and Small Rural Cooperatives. Besides, we were given opportunities to visit various places of interest and institutions including Frankfort, Berea College, Western Kentucky State College, etc. These visits were helpful to us to a great extent to acquaint ourselves with the administrative set up and work of the various institutions and organizations, both private and governmental. Dr. Beers and his colleagues made all possible steps to make our training effective and interesting. We are very much thankful to them. We had many pleasant social contacts at Lexington and other places in Kentucky and Georgia. We have been given warm and cordial receptions by the people in all places we visited. We deeply appreciate the fine American hospitality and courtesy extended to us during our stay in the United States.

The purpose of our visit to the U.S.A. was to study the advanced methods of extension, vocational training, community development, and its organization and administration which can be applied to V-Aid program in Pakistan. How far we have been able to achieve the objectives is the matter of consideration. A pertinent question was asked by many American friends- "What have you learned in our country?" "Will you be able to benefit your country by visiting us?" I had said to them in reply, "We are having new experiences and ideas which you have acquired and developed for many years and we are getting these ideas and experiences ready-made and most of them we can adopt in our country to our great advantage, especially for the successful operation of V-Aid program which aims at raising

the standard of common men." In a word our visit to the U.S.A. has been fruitful in all respects.

We have studied and observed so many things in this country that it is not either possible or feasible to make comments on all of these things except what we think we may profitably adopt in our country. Situations in the U.S.A. differ enormously with those in Pakistan, though in principle there is no difference between the V-Aid program and the Extension and Rural Development Program of this country. I want to make the following remarks on what I have studied and observed in this country.

REMARK - 1

We have practically no concepts of basic principles underlying community development which are so important for those who undertake community development work such as ours. In the seminars and the discussions held with the experts and specialists we have acquired fair knowledge of rural sociology - its attitudes, values, culture, group dynamics, human relationship, leadership, etc. We shall be able to apply this knowledge in our V-Aid work.

Community development is a process of helping people to grow which should be continuous and should include both economical and social upliftment of the community. Villagers in Pakistan are in a stagnant position unlike the farmers in the U. S. A. and they have desires. The aim of our community development effort should be to utilize the resources - both material and human inherent in the community in an organized and planned manner in order to raise the standard of living of the villagers. Participation of the villagers in determining problems, planning and execution will yield the best results.

Of the two types of communities - urban and folk type - we have folk type of communities in Pakistan which are guided by long standing customs and their beliefs and values are strongly held together. With a view to bring about all around development of the community, V-Aid workers have to know all about the socio-economic conditions and proceed very cautiously. He shall never appear to know more than the villagers. He should create such a feeling among villagers by his behavior, by his talk, by his dress and by his approach that he is one of them and is living with them to help and save them. Unless he feels for the villagers, he cannot do a good job. This spirit of service and self-dedication, I have noticed in most of the extension and social workers I have come across during my stay in this country. The main aim of our workers should be to develop self-help among the villagers, encourage local initiative and leadership in solving problems and to stimulate continued effort of self-help among them.

An ideal social worker is one who can work with the community - as one of its members; create confidence, infuse new ideas when it is ready to accept the same, bring about psychological change on its outlook and inculcate spirit of self-help, initiative, leadership and self-respect in the community. His is a slow process, no doubt. He should not try to achieve anything by force or coercion or by false promise

REMARK - 2

The V-Aid Program as envisaged in five year national plan aims at all around upliftment of its villagers by coordinating the sciences of the different existing national building departments. The organizational set-up of the V-Aid may be comparable with that of the Rural Development Program which has recently been started in this country. In the V-Aid Program

we have committees at central, provincial, district development levels in which different national building departments are represented. The duties of these committees are advisory in nature and the execution of the program rests on the V-Aid Department. In my opinion all in the departments should be called upon to associate with the V-Aid Program which should be joint efforts and responsibilities of all of them. Until and unless we fail to launch this V-Aid Program jointly, we cannot probably reach our goal which is to raise the standards of living of common men in the villages. In the preparation days in Bengal, we had a Rural Development Department. It had failed due to various reasons of which lack of coordination and cooperation of existing national building departments was the main reason. In order to make the V-Aid Program an effective machinery of community development all the national building departments should cooperate. In this country there are different government agencies to help the people but all the agencies work in close cooperation and as a result so much extension work and community development has been possible. We should, by all means, adopt this spirit of cooperation and joint ventures of different government agencies working with the people to make our V-Aid Program a real success.

In my development area, I shall try to work with the staff of the other national building departments in the manner as suggested above. Of course much will depend on the coordination and cooperation at higher levels. I shall make them feel that the V-Aid Program is not a separate entity and it is a part of their extension services, the goals for all being the same. If they are made to feel that V-Aid workers are their field staff along with their field workers, we may easily help the people in solving their problems. Similarly I would make their superior officers feel in the same manner and therefore render technical assistance and supervision when necessary.

There is a proposal in the five year plan that the development officers who are ordinarily the members of civil service should be given the operational control of all government employees of their national building departments working in their respective development areas. This is necessary for better and more effective implementation of the program. In this connection I will say that mere operational control does not mean anything and in fact the purpose for which it is desired will not serve. The services of all of the staff should be placed under the disposal of the development officer who will then be in a position to work out the program more effectively. In that case the field staff of other departments should be brought to the same status with the V-Aid workers and they should be given necessary in-service training to acquaint them with the principles and philosophy of the V-Aid Program.

REMARK - 3

In this country county agents do not hold any office on any committee. They act as advisors only in the Extension, 4-H, and other organizations. Local elected leaders usually hold various offices, who manage their affairs. We may also develop local leadership and initiative among the villagers by giving them opportunity to serve as office-bearers in our Area Development Committee and other committees. In a word, we should try to create a feeling among the villagers, by all possible means and actions, that the V-Aid program is their own program. That they have an important part to play in its various phases of activities. In my Development Area Committee I shall cease to act as secretary and avoid serving in any other committees as chairman, secretary, etc. Similarly, I would advise my village workers not to accept any post on any village development committee. Of course, village leaders will have our constant nursing

and care in carrying out their responsibilities and obligations. In any case we must confide in our villagers whom we really mean to serve.

REMARK - 4

During our Georgia trip we have seen a fine community development organization at Carrollton under the title of the Carroll Service Council, which has been doing excellent jobs since more than a decade in Carrollton County, Georgia. It is a non-political organization of the people for community action toward common needs. It aims at rendering service to and through others. It has various fields of achievements such as agriculture industry, public health, adult education, recreation, welfare, etc. each of which is looked after by different panels of committees of the elected representatives of the community. In my opinion we will do well if we organize similar service councils (we may give different names) in each union of our Development Areas which will work through the existing village council. Every union in East Pakistan is enjoying self-government within its jurisdiction and has taxing power. It has a board of 9 elected members. Some of the Union Boards have done immense public utility work. We should utilize these union boards in implementing the Development Program through the Proposed Union Service Council.

REMARK - 5

The University of Kentucky through the land grant college has been administering the Agricultural Extension Service and Rural Development Program. It actively helps and guides the extension agencies in their various activities. It carries on research and experiments on different rural problems and find the solutions. Its recommendations are implemented and brought home to the farmers through the extension service. In our V-Aid Program we do not have such technical support and assistance from the national building departments which are essentially necessary for successful implementation of the V-Aid Program in the development areas. We may have subject matter specialists attached to the V-Aid Directorate at the provincial level to help and advise the Development officers in various fields of activities and also coordinate the research and experiments being carried out by other national building departments. Besides, there should be a high powered committee of specialists named by expert representatives of all cooperating national building departments at the disposal of the Provincial Administrator, who will conduct and coordinate the research on different problems facing the execution of the V-Aid Program, prepare bulletins and issue instructions as and when necessary to the field staff.

REMARK - 6

I have been highly impressed to see the activities of the 4-H Clubs in this country and the manner in which boys and girls are being taught to become better and more useful citizens of the country. As members of 4-H Clubs they learn group action, co-operation, leadership, initiative, self-help, etc. These youngsters are encouraged and recognized in various ways. Club leaders and project leaders who are ordinarily elderly men and women of the community volunteer their services to help and guide the club members in their various activities. In fact these leaders have been playing a very important part in bringing about such a unique success of this great youth organization. We should also build up our Chand-Tara Clubs in the line of 4-H Clubs. To insure this we should enlist active co-operation and support from the villagers, teachers, professors, parents and business people, officials and non-officials of all shades. Besides we should have national and provincial chan-tara organizations. We lack in leaders. Our boys and girls are our future leaders and in them lies the destination of our nation.

So our efforts of making this youth organization a living and dynamic organization of the country will mean a lot. And then through the Chand Clubs we can do a great deal of community development work in the villages. In this connection I suggest the following steps:

1. To form a national council of Chand-Tara Clubs and to form a provincial council of Chand-Tara Clubs.
2. To enlist support from all sections of people--official, non-official, and businessmen. This can be had by well planned publicity through press, radio, and by holding conferences of different representative bodies in the country.
3. To hold contests and competitions at different levels.
4. To arrange fairs and exhibitions on the projects and activities of Chand-Tara Clubs at all levels.
5. To recognize the members of Chand-Tara Clubs by awarding prizes and certificates. Similarly, club leaders, project leaders, and others cooperating and helping Chand-Tara Clubs should also be recognized.

REMARK - 7

Ours is an educational program of helping the people to develop economically and socially. Our villagers are illiterate. In some development areas we have already taken steps to establish adult education centers or night schools to remove illiteracy of villagers. In Carrollton we had the opportunity to study the adult education program of West Georgia College being carried on successfully and which includes not only giving literacy to the adults but embraces all kinds of education that is necessary for a community to grow and identify various needs and problems facing the individual and the community as a whole. When we started adult education centers at Gaibandhe Development Area in East Pakistan, we did not ascertain from the participating adults what they wanted to learn, though we made an appreciable amount of success. By doing this probably we made a fundamental mistake. In Carrollton adult-education programs have been drawn up on actual needs and demands of the communities concerned. I strongly feel that we should set up our adult education program in our development areas in the line of adult education programs of West Georgia College, vis-a-vis Carroll Service Council. Our villagers would probably like to learn about improved methods of cultivation, cattle raising, poultry keeping, fish rearing, bee keeping, health and sanitation, world affairs, religion, 4-H American life, etc. Of course in assessing their desire of learning certain amounts of motivation may be necessary in some cases. We may then help the community in arranging their classes on the respective subjects in the manner they want. Availability of suitable teachers on particular subjects may present some difficulty, but which officials of national building departments in conducting the classes. Instruction of the institutes may also be made available for the purpose. In carrying out the adult education program in the villages, we should utilize the teachers of Primary and Home Economics Schools effectively who live in the villages and have confidence and respect of the villagers.

REMARK - 8

The Book Mobile at Carrollton has been doing an immense job by supplying books to the willing readers and creating interest in reading books. We may also introduce mobile libraries in our Development Areas. In fact at Gaibandhe Development Area there is a mobile library which I am sure is catering to the needs of the local libraries and clubs. There is a great need of establishing libraries in the rural areas with a view to make the villagers well informed about what is happening around them.

In fact through libraries we can educate a great many villagers to identify their needs and problems.

REMARK--9

Introduction of vocational agriculture teaching in Home Economic Schools in this country has produced many efficient and trained people for farming and as a result more educated young men have adopted farming as their profession. In Pakistan which is an agricultural country and which well-being largely depends on agriculture, unfortunately, farming is not considered by our educated young men as a good profession who leave the village after their school graduation and seek employment under government and private offices. This tendency has to be amended in the interest of the country. In this connection it is proposed that if vocational agriculture be introduced as one of the major subjects in general Home Economic Schools of the country with option which will afford us to give our boys agricultural bias and training. We have immense agricultural resources and avenues in the country which require vocational agriculture training can do it. Besides we want more educated men in the villages who may look after the upliftment of the village and community. Vocational home economics teaching may also be introduced in the girls Home Economic Schools.

REMARK - 10

In this country farmers may easily get credit - short term and long for farm practices, improvement of farm and farming and establishment of new farms, etc. through regular banks, Federal Home Administration, Production Credit Association, Federal Land Banks, etc. In East Pakistan we do not have adequate credit facilities which our villagers need most. Pakistan Agri-Development Corporation with its headquarters at Dacca can not cater to the need of the whole provinces with its limited resources. Our villagers need short-term loans at low interest to buy fertilizers, improve seeds, and to introduce improved farm practices, etc. In view of these facts I would recommend that facilities of Pakistan Agri-Development Corporation should be extended to all the Development Areas in East Pakistan. Besides, villagers should start thinking over credit association on cooperative basis as production credit associations of this country. Here it may be noted that production credit association was started by a small group of farmers in the beginning with a member having a share of five dollars per head. At La Center in Ballard County production credit association was started in 1932 with a share capital of 45 dollars at the initiative of nine farmers. Now it has a capital of about one million dollars. In starting villagers credit association or similar cooperative association for seed multiplication, livestock improvement our workers should proceed slowly and cautiously. Because in the past many cooperative enterprises have failed in East Pakistan due to lack of education and cooperative spirit among the village members. Many should be given proper education on cooperation as and when they are ready to accept the idea, and in a position to work in cooperation then and only then the credit association as suggested above should actually be started. The government may then be approached to appropriate necessary capital to the credit association. In a similar way we may start other cooperative associations of villagers by villagers for the improvement of agriculture, cottage industries, horticulture, etc. Such cooperatives are many in this country. However, it may be added, that it is not possible for any government to do all things for all the villagers who should take the responsibility of helping themselves to ameliorating their conditions. Our workers should bring home more and more this basic fact to our villagers. In the U.S.A. people do not practically depend for anything on government. They have

been doing various works of improvement by cooperative enterprises without depending on the government at their own initiative. Our people will also be able to do the same if we can educate them properly.

REMARK - 11

In this country Extension County Agent and Home Demonstration Agents have given voluntary active public support and assistance in carrying out their extension work and activities. Commercial farms, Chamber of Commerce, Rotary Clubs, and other public organizations give liberal financial support in 4-H, F.F.A., and other development enterprises. In Pakistan we do not have so much support and encouragement as extension people do get in the U.S.A. from the public agencies and commercial and otherwise in our efforts in V-Aid activities. This is probably due to the fact that we have not yet been able to create sufficient interest about the importance of our national program among our people. Such interest may be created in the Development Areas by our workers. That is not enough. We want support from all sections of people - commercial, non-commercial, and the various organizations. At all levels to achieve this objective we must have publicity machinery set up at Provincial V-Aid Directorate which will conduct wide publicity about the V-Aid program and its activities in a planned manner through press, radio, and by issuing magazines and bulletins, etc. It may be noted that this is the age of propaganda which is also an educational process. In this country there has been and still is not a well planned publicity in this regard.

REMARK - 12

Farm Bureau, a very strong national organization of farmers with its branches at all levels in this country has been doing in ameliorating the condition of farm communities and protecting their interest. It supports many extension and development activities. In Pakistan we do not have such organized bureaus or associations of farm people. In my opinion we will do well if we motivate the villagers and their leaders to have an association of their own in the country like Farm Bureaus which may take care of their interests and rights and also support our V-Aid Program.

REMARK - 13

In this country church plays an important role in the American life, Various activities are being carried through different churches which support many educational institutions, hospitals, voluntary organizations and sponsor many activities of community upliftment and development. Our mosques may also play similar roles in the village life. In the past everything - religious and social - used to be done centering around mosques. Our workers may imbibe and inculcate this tradition of the past among the villagers. It is probably easy to organize the villagers through mosques, for undertaking constructive work and activities.

Part II - Critique of Program, Procedure, etc.

Our program has been drawn up to meet our needs. Procedures followed in respect to seminars as well as field visits have been well planned which does not call for any criticism. All aspects of training necessary for basic understanding of community development program as ours have been ably attended to in the light of the situations existing in Pakistan and the U.S.A.

We have been greatly benefitted and enlightened by the training imparted to us under the able guidance and supervision of Dr. Howard Beers to whom and to his colleagues we are very much grateful. We are so thankful to them for the personal keep, interest, and care taken by them to make our training effective and interesting and also make our stay comfortable and enjoyable.

I want to make two small suggestions for consideration in the future. (1) There is a scope for shortening the duration of stay of future similar Pakistani teams by about three weeks. Training in vocational agriculture teaching does not probably require two weeks time because ours is a multi-purpose program. To have a general idea about vocational teaching may probably serve our purpose. Similarly, about a couple of weeks may be curtailed from the seminars and field trips. What I feel there is no end of learning. There are other factors also. (2) It has been suggested earlier by a member of the team that it will be nice if the visiting Pakistanis are introduced to the general public through the press by publication of group pictures in the counties and elsewhere. In this connection I feel it will be better if a short account of our country, people, and culture is simultaneously published in the papers. I think the American people will appreciate it and know something about the people who are visiting their great country. I have noticed, though, Americans know many things and are inquisitive great many people especially in the rural areas know little about Pakistan, a very friendly country to the U.S.A.

Suggested Applications to V-Aid Work in
Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
University of Kentucky, June, 1957

Suggestions by Shahbaz Khan

I. Farm production can be improved by:

(1) Give special attention to the improvement of agricultural methods better utilization of water and soil resources. This program would provide for expansion of agricultural areas through flood control, drainage, and irrigation, with related hydroelectric development, reforestation, and controlled grazing, the intensification of production through a gradual and partial shift in suitable areas from extensive to intensive crops including fruit and vegetables.

(2) Improvement in the quality of agricultural produce both for domestic consumption and for exports.

(3) Reduction of laborer requirements and the number of workers in agriculture in nonintensive areas, through gradual extension of modern machinery and modern cultural methods.

(4) A great increase in output per acre and per man through improvement in the a) variety of seeds, b) improved cultural practices, c) improved and more extensive use of fertilizers and general modernization of agricultural practices, d) possibility of increasing yields by the use of hybrid seeds deserves careful examination, e) destroying weed by the use of weedicides and crop insect pests by insecticides.

(5) Livestock husbandry - The small size, poor condition and low level of productivity of most of the livestock in East Pakistan invites special attention.

(a) It is recommended that special attention should be given to the selection and breeding of cattle, in order to combine good draught quality in the male with reasonable milking capacity in the female.

(b) To develop a breed of specialized dairy cows for fluid milk production in urban regions, and establish small dairy farms with big milk collecting and distributing cooperative centers in big cities, and also there should be an expansion in livestock and livestock products like butter and cheese, etc.

In the division of India, Pakistan has lost one of the best cattle breeds in the Hisar breed. It is suggested that a separate Hisar cattle breeding farm be established in West Pakistan, as we know that bullock is the backbone of agriculture in Pakistan and it has to remain so, for some time to come before mechanical cultivation can be introduced into Pakistan, as discussed above in this report. It is suggested that the Animal Husbandry Department be made responsible for the propagation, collection and distribution of the improved livestock strains developed by the different cattle breeding farms already established in the country. One of the duties of the department concerned should be the evolution of improved strains of livestock preferably by selective breeding of the best indigenous breeds. Once the potentialities of these strains have been determined, the problem will arise of propagating and distributing their progeny on a country-wide basis. For this purpose it is considered that the best means will be:

(a) To propagate basic "pedigree" stock at government stock farms.

(b) To issue such "pedigree" stock to individual farms in selected breeding areas where far larger numbers of "approved sires" can be bred.

(c) To turn over such approved sires as they become available for general distribution to village cooperative breeding rings for use on the local animals and under the financing and supervision of the Agricultural Bank.

It is stressed that the maintenance of adequate records of ancestry and performance of all "approved" stock in the selected breeding areas, and the need for very close supervision of such records by the department concerned. Artificial insemination as a means for livestock improvement may also be considered, as is being carried out by the Kentucky Animal Breeding Assoc. (K.A.B.A.) in the States.

(d) Developing a breed of sheep with high milking capacity and a heavier and better quality fleece and better quality of meat.

(e) In order to meet the meat shortage in the country, it is suggested to introduce some beef cattle like the Aberden, Angus, or Herefordshire breeds of beef cattle into our country.

(f) One or two good hatcheries should be established in both wings of the country and people encouraged to establish broilers as is being done here in the States.

(g) Great improvement in the fisheries output, by the use of better gear, control of fishing in the interest of maximum production, and better marketing. Appropriate research, extension, and educational facilities to help bring about these changes and financial aid through the Agricultural Banks.

Progress in agriculture improvement much depends upon the adequacy of related situations of land tenure, agricultural credit, and general education.

II. Land Tenure Reform:

Villagers whose land holdings are severely fractionated or so small as to prove insufficient basis for proper subsistence, or held on such unfavorable terms of lease as seriously to diminish their share of his produce

or who are so far under the power of their landlords to be denied control of the lands they till, are in a poor position to participate in the programs of agricultural improvement and other forms of community development. In Pakistan land reform is largely in plan.

III. Better Credit Facilities:

A satisfactory credit system is basic to agricultural improvement, the spearhead of community development programs. The dependence of the cultivations upon an uneconomic credit system has depressed their conditions and retarded production. They need credit of three types:

(a) Annual credit to purchase seed and fertilizer and to enable them to hold crops past harvest time when prices are generally depressed.

(b) Longer term credit for purchasing of work animals and equipment.

(c) Very long term credit for achieving change in status from tenancy to land ownership; this credit is perhaps best regarded as an adjunct to improved land tenure programs. The need for annual credit in relatively small amounts is the most immediate and imperative.

Credit is a necessary function and the private money lender and the landlord have performed it in the absence of anyone better prepared to do it. Until credit is placed upon a more economic basis, neither increased agricultural production nor a satisfactory program of community development is a likely prospect for achievement. A good system of agricultural credit is more than a device to make sufficient capital available at reasonable rates; it is a device promoting improved farming practices by means of supervised loans. The cultivations aided by the farm credit supervisor prepares a "farm plan" designed to maximize production and conservation as the basis for his loan request. To the educational appeal of "if you follow good farming practices you will have better crops" is added the economic motivation of "if you will follow an approved farm plan you can have the capital necessary to produce better crops." The supervised credit contract insists upon willingness to follow recommendations of agricultural educators, and its influence reenforces the efforts of the home demonstrators, raising living conditions within the home. It places economic incentive more visibly behind agricultural education and can give added impulse to all phases of a rounded program for community development.

IV. Improved Health Services and Environmental Sanitation:

(a) In order to guard against preventable diseases such as intestinal parasites, malaria, tuberculosis and acute respiratory illnesses, the country needs resources to train enough physicians, nurses, sanitary engineers, sanitarians, health educators, and to furnish medical and environmental sanitation programs with equipment and supplies.

(b) The mobile medical units operating in Bahawalpur in West Pakistan are an important step towards providing a firm base for more purely preventive programs.

(c) In order to improve environmental sanitation get villagers to install and use sanitary latrines - have hole, trench, or pit latrines.

(d) Studies in the States and other countries indicate that food habits are among the most difficult customs to change, even when the people have the economic means to enjoy a more balanced diet. A greater attention to dietary problems in health problems undoubtedly would produce a worthwhile improvement in eating habits.

(e) The program for the installation of safe-water wells should be taken up and the general sanitary conditions in the villages should be improved.

V. Expanded Education Facilities:

A literate and informed citizenry is the best possible base on which to build community development programs. The community school, with its basic education, is a functional device to prepare villagers for the fullest possible participation in village life. The old traditional schools need conversion into "basic type schools" and instead of over-long hours of European history, etc. the student should study those subjects that pertain especially to Pakistan and in addition should receive badly needed training in village arts and trades. A school should be a focal point of village life for adults and children alike. In Pakistan adult education is even of more importance than that of the children. Adult education is for those who realize that learning is a lifelong process, not a four year package sold in college. An elaborate adult education center for continuing education is the need of the day. This kind of educational program is perhaps more directly tied to day-by-day living than any other. Not 21 year olds, but men and women of forty and older lead the thinking in villages and towns and cities. Mature people vote, establish homes, build schools, expand businesses, support mosques (churches), care for the sick, the poor, and the aged. That these community "pace setters" be mentally alert and well-informed is one of the goals of adult education.

People who plan adult education programs keep two goals in mind: the needs of people as individuals and the nation's needs for an intelligent citizenry. Some American writers called adult education a means of protecting "the intellectual independence" of the American people in the face of the overwhelming mass of information that flows daily from the press, television and radio. I believe that more community adult education programs can help lead people to a greater awareness of citizenship and at the same time can answer their needs as individuals by teaching them new uses for their leisure and providing lifelong educational experiences.

VI. Development of Cottage and Other Small Industries:

Small scale cottage industries such as weaving, leatherworking, pottery making, blacksmithing, sheet metal working, carpentry, and cabinet work, soap-making, etc. are important in Pakistan. Large scale industries will not develop sufficiently rapidly, owing to lack of capital and technical experience to absorb the surplus or rural population beyond what is needed to work the land, and to provide for a growing demand for consumer's goods. Cottage industry programs in community development, therefore, have the following advantages:

(a) They offer a means of reducing rural unemployment and underemployment, which in turn alleviates population pressure on land resources and retards exodus to already crowded cities.

(b) They encourage individual and cooperative enterprise.

(c) They help meet the demand for some types of consumer's goods not produced in sufficient quantity by factories.

By including cottage industries in the community program, small grants of capital to village artisans like shoe makers, weavers, potters, etc. can be provided. It will have the additional advantage of freeing artisans from owner's credit terms.

The cottage industry program perhaps is viewed best as a necessary stage in the economic development of a country, seeking to adopt a new technology. In a few instances, such as steel making or oil production and refining, all intervening stages between hand methods and the latest technology can and will be skipped over. But it is impossible, practically, to do this with all forms of production at once. Capital is lacking, and even if it were available unemployment and social disorganization would result from overnight introduction of the latest technology throughout.

The artisans can be encouraged and aided to provide themselves with simple mechanical improvements, such as better potter's wheels, blacksmithing equipment, cabinet making tools, etc. Technical knowledge is not throttled, but encouraged at a step-by-step pace in simplest forms. Economy and efficiency do not have the same meaning in labor-surplus countries as in labor-scarce countries.

VII. Research in Home Economics:

In common with many other countries, Pakistan has paid little attention to the proper care and nutrition of her people, whether in villages or in town. Carefully planned research is needed to provide scientific facts under Pakistan conditions to serve as a basis for education and extension work on these topics. Particular attention needs to be given to research on the nutritional values of typical Pakistani foods as affected by various methods of preparation; to the present nutritional status in various parts of Pakistan and the most economical methods of improving the usual diets; and to the preparation of simple and practical food standards to serve as goals for nutrition under conditions prevailing in each of the major regions in Pakistan. Similar research work, adopted to the specific conditions of Pakistan, is needed on other problems of household care and management, clothing, shelter, and conveniences.

Such work cannot be carried out on a casual basis; it will be essential to establish a well equipped center for the purpose. This could best be achieved by the establishment of a Home Economic Research Department which should be situated in some big city in the east or west wing of Pakistan, preferably attached or in the vicinity of some women's college, so that the students can also take its educational advantages.

As soon as is practical, education in home economics should be raised to college level. It is important to provide widespread instructions in home economics to the women of Pakistan. In addition to the study of normal nutrition, education in home economics should be correlated with medical aspects of nutrition.

VIII. Miscellaneous Needs:

(a) There is a big need for link roads from villages to main highways and markets, passable to wheeled vehicles in all weather. It has been found that a proposal to help with a road is one of the easiest projects for which to enlist active village cooperation. Customarily villagers donate land for right-of-way and labor for construction, the government provides engineering guidance and occasionally equipment or surfacing materials.

(b) Vocational schools (like Mayo State Vocational School in Kentucky) should be established to provide educational opportunities in various trades for those people, who have long lacked proper facilities for training younger men and women for pursuits of life.

(c) Parent, teachers associations (P.T.A.) though already working in Bahawalpur, West Pakistan, should be taken more seriously.

(d) The Safety Patrol in schools, situated in thickly populated cities.

(e) Vocational agriculture, though already being done in some of the schools in West Pakistan should be introduced in all the middle and high schools, situated in rural areas.

(f) 4-H Clubs and Homemakers Clubs should be introduced with advantage.

(g) Soil testing laboratories may be established in each tehsil or thana in East Pakistan, where the problem is the shortage of phosphorus and potash, and only a few, one in each district, in West Pakistan, where the problem is mostly the shortage of nitrogen in the soil.

(h) Soil Improvement Associations can also be introduced with advantage in some parts of the country.

(i) Cattle auctioning stockyards may be introduced in the main towns of the country.

(j) In towns, where electric power is available, locker plants (cold storage plants) for storing preserved eatables by public on lien basis are worth trying.

(k) The possibilities of introducing (1) burley tobacco, (2) hybrid corn, and (3) blue grass in some suitable parts of the country is worth trial.

(l) Start a program of modernizing the country's agricultural and other services to provide the facts, guidance, education and public facilities necessary for its people to carry this program into action.

(m) Welfare and Community Chests are doing very useful work in the States; such organizations do exist in Pakistan already, but their working may be improved.

(n) Bookmobile Libraries in (Georgia State, Carrol County) Georgia College is worth imitation, etc.

Pakistan has resources and people capable of sustaining far higher productive levels than those so far attained. The country can very materially increase its per capita production and national income, probably double or triple its present level within two or three decades. This can be done by effective development and use of water potentialities for irrigation and hydroelectricity (as in Tennessee Valley in the United States), by the education of its citizens in modern technology, and by the expansion of industry to use unemployed laborers effectively. Capital used for these purposes in Pakistan will leave a productivity far greater than similar sums would leave in better developed countries.

Suggestions on Procedures:

(a) Those who planned our itinerary were most helpful in achieving our purpose for which I am most grateful. I met everywhere a disposition to accommodate to my desires for flexibility and direct inquiry as soon as I made my wishes known. I found County Agents, Home Economic Agents, Agricultural Vocation teachers and other informants I came across to be refreshingly frank in discussing their respective projects.

(b) I believe that, in order to understand the nature and problems of community development, it is essential to have a good grasp of the concept, philosophy, and content of the developmental programs in the country. Any type of sound training is a function of particular conditions and needs are understood, meaningful evaluation of training is not possible. Hence it is suggested:

- (1) That the time for teaching the subjects allied to community development should at least be double that provided to this group.
- (2) That all the necessary portions, related to community development in the respective subjects must be explained and their application in the project areas must be clearly understood by each member of the group, before they are taken out into rural areas for observing community work.
- (3) Some development project be selected and planned by the specialist, with the help of the group under training.
- (4) The actual carrying out of the planned project by the group be done, individually or in a group of two, outside in the rural areas, under the supervision of the extension expert concerned. In this way the method of approach to the farmers will be more clearly understood.

- (5) Where possible, the different problems and methods explained in lectures may practically be applied in the field by the group members under instructions of the extension expert concerned.
- (6) This time the planning has not been done by the group, but the group has been shown one already planned by somebody else.
- (7) Evaluation of one of the projects should have been done by the group, under the instructions of one of the extension experts.
- (8) With this group, too much time has been spent on seminars and discussion. Only one day after every one week's outing is considered enough and the time so saved may usefully be utilized for lectures in the respective subjects.

(c) The group should be supplied with required books just in the beginning of the semester, so that full use of these books can be made during the period of study and in case any portion is not clear, the necessary aid from the respective subject experts can be availed of.

(d) Special subject individuals from amongst the group might be attached with their subject specialists for about one month, so that they may observe and have practical training, if needs be in that subject, e.g. cotton experts should go to the cotton belt area, rice experts to the rice belt, and a horticulturist to some fruit growing area, etc.

Suggested Applications to V-Aid Work
in Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
Presented during final week of training course at
University of Kentucky, June, 1957

Suggestions by Mrs. Jobeda Khanam

The things I observed here and some suggestions on how we can apply these ideas in our country, are given below:

1. The Home Economics extension organization - In the U.S.A. the whole show is run by the ladies very efficiently. Here the Home Demonstration Agent works on the community level and she is in charge of a county. The lady supervisors supervise the activities of the Home Demonstration Agents. There is the lady chairman of Home Economics Extension Department who is in charge of the whole department. There are experts in the Home Economics Extension Office (in the Head Office) who teach the homemaker leaders in the different counties on invitation by the Home Demonstration Agent. But in East Pakistan the picture is different. There are only the female village workers working in the village and the Home Economics teacher teaching the female village workers (trainees) in the Institute. The female village workers are under the control of the male development officers. Recently lady supervisors have been appointed. There is no other lady officer in the picture of the V-Aid program. All the publicity works are really done on other subjects than home economics. It is not possible for the development officer to know the progress of home economics because he is not expert on home economics. There are nation-building departments in every field and the development officer takes suggestions of the experts of these departments. But there is no Home Economics Department anywhere. There are male directors and deputy directors in the directorate and I am sure they have no experience on home economics extension work.

There is the publicity officer who is not expert in home economics and there is no expert to give him suggestions on the methods of publicity for home economics. Observing the whole picture I may say from my own experience that home economics has not been treated seriously in the V-Aid program, but to develop our country, home economics will play a great part. If this field is neglected we will never be able to make our country a well-developed one.

So my suggestion is that home economics work should be run by the able women officers in East Pakistan as it is done in America. There should be a Home Economics Extension Service section in the directorate where women officers should be in charge of the section who will bring up all the problems of home economics extension work to the directorate level and carry out all the planning from the directorate to the village level. It is the women's field and it should be run by the women.

2. Advisory Committee - In America there are so many women's associations for the community development work. These associations are doing wonderful work here. I was really charmed to see the various activities of many ladies' associations. The home economics associations are really very well organized here. There are Home Makers Clubs in the communities with interested persons as members, there are Home Makers Councils in the county with the representative of Home Makers Clubs which meets six times a year, there are county Home Makers Assoc. with the elected representatives from Home Makers clubs which meets once a year, there are district Home Makers Associations with the representatives from Home Makers Councils, there is a State Home Makers Assoc. with the representatives of the District and then there is a National Home Makers with the representatives from the State Associations. This is a chain working from the bottom to the top.

But in East Pakistan there is no such organizations. We are trying to organize women's clubs and hoping to have the chain from the bottom to the top. But at present at least there should be a Home Economics Extension Service Advisory Board who will discuss, plan, and take interest in the Home Economics Extension activities. Our male officers in the directorate level are busy with so many problems that they can not give enough time for women's activities. But home economics is a very big field and it needs special attention. I feel that if we want to improve the standard of living of the people we should help the house wives to make a better home first, better food, better children, and better comfort of life. We should take more interest in the home economics extension work than we are taking now.

3. Home Makers Club- Here in America interested ladies in the community form a Home Makers Club. The specialist from the Extension Department of the Kentucky University goes down to the county and gives a short training course to the Home Makers Club leaders in different subjects and these leaders after the training go back to their clubs and teach the other members of the club.

In our country we have leading ladies in the villages but we have no home economics experts. There are many nation-building departments but not home economics from where we can get experts. We have already made a survey in some parts of East Pakistan of the things the village ladies want to know, and the things which are possible to make with our own materials. Cottage industry is popular in our country and materials are available.

Now we need some experts who can teach better or best things with available materials which we can export to other countries on demand. Now these ladies clubs can do lots of things if they get good training. We have to find out experts and give the club leaders training on some skills which will help the village lady to earn money. We can bring some leaders to the Institute and give them a short training as it is done in Greece.

4. Funds for (Ladies) Home Makers Clubs - I have observed the methods of raising funds for Home Makers Clubs by the Home Makers in America, but none of these can be applied in our country. It is my experience, I may say, my feelings, that if the ladies of these village Home Makers Clubs can earn some money doing something, they will take more interest in their works. But we need good material to make good things which will create some demand in the market, and to buy good materials we need money. As fund raising is at present out of the question in the village, one thing should be done. The government should advance some money to the clubs to start with as a loan. With this money materials can be bought to start the work. The club members should pay the money back after selling the things they make. A selling center should be opened by the government or by the Department of Industry to help in selling the things clubs members make.

5. 4-H Club - I observed the 4-H activities here and I really liked the way these clubs are organized. The 4-H Clubs here are organized from community level to the national level. We have already felt the importance of this club organization which will build the character of the future generation. We are trying seriously to make this organization a success, but we have not many experienced hands who can help us to organize clubs - we have only the village workers. We have felt that we should bring the school teachers in the field to make this organization successful. But the teachers should be taught before teaching. Our primary school teachers have no experience in 4-H Clubs. So all these teachers should get a short training in club organization. Children's club organization is not an easy job. You must know what to do before you start organizing clubs.

We do not try to organize Chand Tara clubs in the subdivision towns. I think subdivision towns are closely connected with villages. Many children come to these schools from villages, so I think Chand Tara Clubs should be organized in the subdivision town schools also. The willing Chand Tara Club leaders should be trained on this subject.

6. Kitchen - I am jealous of American kitchens. The house wife's work is made so easy here. Here not only the Home Economics Extension Department is doing the necessary work to bring more comfort in the kitchen, the commercial group is also doing many research works and inventing many things to make the life of the house wife easier. In our country our kitchen takes 60 per cent of the time of our life. I do not know how many gallons of tears our house wives shed in making fire for cooking. There are many sections in the Department of Industry trying to invent, discover, and produce things for the improvement of the country but nothing has been done for the kitchen, which though most important is the most neglected. I think the village Aid Department should request the Industry Department to do something for the improvement of the kitchen. This department is doing so much research work nowadays, they should do some research work seriously to make the life of the housewife easier. If some useful things are invented, the commercial group will surely help in production.

7. Food and Nutrition - Here I have seen the activities of the food nutrition section of the Home Economics Department. This section not only finds out what food we need for our energy and body building, but also they prepare the recipes keeping the balanced diet in view to help the housewife in cooking. In our country we have the chart showing the food value of different foods, but if we prepare some recipes of balanced foods, that will help the people more than the food-value chart.

8. Publicity and approach - In America all the new ideas and new things are introduced to the village people through radio, television, newspapers, films, etc. but in our country there is no television and there is no radio in the villages. Eighty per cent of the people can't read so printed materials are useless. But we have to bring new ideas to the people to make them conscious and interested. Here film is the most effective medium. Instructive films should be made in our own country with our own background. These films should be shown to the people as frequently as possible. Another way we can bring new ideas to the people is by organizing exhibitions. In the beginning we should not exhibit anything for show sake, which the village people do not understand. Things which the people can understand easily and can adopt easily should be exhibited. Every six months or once a year this sort of exhibition should be organized. Step by step we can bring more difficult ideas. Pictures, posters, etc. should be used all the time. Dramas are sometimes organized in our country showing problems and solution; that is a very good method of introducing things. Demonstrations are another thing which will help to create interest among people.

9. Health - Health section is covered by Dr. Ali, so I have nothing to say. Childcare is the part of home economics. I have not received any new ideas about childcare in America which are not introduced in our country, so I shall only say something about family planning. Though among educated people this is not a new subject, among villagers it is quite new and they do not know anything about it. I cannot deny the importance of this subject in our over-populated country. But who will help the village mothers in this matter? In village aid department at present we have no scope for this. Our village workers may inject the idea among the village ladies slowly. Then there is a plan to open maternity and child care centers in every part of the country bringing it within the reach of every village lady. Family plan sections can be opened in these centers where village women can come for advice and suggestions. It is not impossible to introduce. The world is changing. The village women before could not stand the name of the hospital. Now they are not afraid any more of the hospital. The hospitals are made familiar to them. The family planning also needs to be made familiar among them; slowly they will accept it. It will take-time, but we have to begin.

10. Vocation Home Economics - Vocational Agriculture and Vocational Home Economics are given to the school students in the schools. Here in vocational Home Economics training the girls have projects on different subjects as house decoration, poultry raising, furniture painting, etc., in the school as well as at home. The Vocation Home Economics teacher visits girls' home projects, helps the girls in their work, and also makes the parents take interest in the girls's work.

We have domestic science class in our high school, but this teaching is more academic than practical. The parents have no connection with the teachers or girls' work and the girls have no projects of their own. I think in all our girls' high school domestic science classes we should organize them in the line of American Vocational Home Economics classes.

If teacher and parents work together, the work will be far better.

11. I have observed the activities of the F.H.A. here. In our country we have no such organization. If we can introduce it, it will help us to promote home economics activities. In the village there are no girls' high schools where we can introduce F.H.A. (Farmers Home Economics Association), but there are girls' high schools in the district towns and subdivision towns, where we can start Home Economics Associations in the line of F.H.A. If we begin first from somewhere in the future it will take right shape.

12. Recreation - In our country it is thought in the villages that recreation is not for village ladies. There is no doubt that village work is very hard, but they need recreation to create new energy and to refresh their minds. In America there are so many things for recreation. We have something in the city but not much in the village in which the village lady can take part. We have to organize some sort of recreational activities. Film show, musical show, drama games can be organized in the villages to make the life of the village ladies happier.

13. Adult Education - Here in America I have visited in mountain areas the Adult Education Centers where ladies and gents learn together. We cannot have mixed adult education center. Ladies of the village in our country will not come before men folk. We have started many adult education centers for men. But there is not adult education center for women, worth mentioning. In America churches are playing a very important part in educating the illiterate people, but we have no such advantages. In the villages it is very difficult to get a lady teacher who will teach without pay and ladies do not come forward to learn reading and as they come to learn religious things, so we have to hold the rope of this interest and open Koran class. It will not be very difficult to get a lady in the villages who can read Koran. In the meantime we will try to train some leaders who will in the future take the responsibility of teaching.

14. My life in Kentucky - The first day we landed in Lexington Airport we were received with so many warm smiles. The smiles were always there and always welcomed us the whole time of our stay in Kentucky. Friendly smiles and hand shake made us at home and we never felt homesick in Kentucky. We are leaving behind so many friends and we will miss them so much. Our guardian, Dr. Beers, always made a happy atmosphere in class room and helped us to learn what we wanted to learn. Dr. Sutton, whose friendly face always encouraged, Mr. Whitehouse, whose friendly hand always helped us will remain in our mind always. Here we had someone who always reminded us of an affectionate sister, she is Mrs. Van Meter. Her affections, her always ready help made our life happy in Kentucky. I thank from the bottom of my heart all the friends of America who made my life here so enjoyable. I shall always remember "My old Kentucky Home."

Suggested Applications to V-Aid Work
In Pakistan of Observations in U.S.A.

by
Members of the Community Development Training Team
University of Kentucky, June, 1957

Suggestions by Mr. N. R. Najundar

It is a self-evaluation report on the study and observations made during my stay attached to the University of Kentucky for four months. During this stay I was given opportunities to study and made observations to add to my knowledge and experience in the light of community development. The benefit derived by me will be the real one when this will benefit my country and its people in the communities there. The final evaluation of my multifarious new experiences will be made only when this will be revealed through my behavior with my people, approach to the community, and its applicability in the field of my activity.

America differs from Pakistan in many respects but the development of both the countries is based more or less on the same principle, as basic human needs are the same, differing maybe in degrees and not in kind.

America, which is far ahead of other countries of the world in all aspects of its development, has been passing through a process of rapid change and the people in the communities need guidance rather than motivation. It may be that in its primary stage of development America faced difficulties as in the case of Pakistan now.

Pakistan is in its initial stage of development and has to cross many a hurdle before it will have smooth sailing in the development program. Being deprived of the opportunities to better their condition for about 200 years under British regime, they were laboring under some old deep-rooted culture and ideas. So our extension workers need patience and tact to handle them.

Almost 100 percent of the people of America being educated, the community development program has been making rapid progress. To achieve success in our development program mass education is essential, as no program can succeed unless people understand the program and take it themselves. No amount of money or specialists can get such a total program through without the participation and appreciation of people.

Human relations is an important factor in community development work. Extension workers in states do not seem to make any distinction in behavior between them and the farmer who may be at a lower status educationally, economically, or intellectually. They render services to them at their call or without their call even at the unearthly hours of day and night. So the farmers have free access to them in all its forms.

Pakistan officials have learned class distinction though not caste distinction, from the British Bureaucracy. So the selection of extension people is important and at the same time difficult. The distance between the status of educated extension workers and the uneducated and partly educated poor villager must be narrowed down. People with bureaucratic ideas will be misfits in the extension work.

The village aid workers need a very careful selection. Though difficult still efforts should be made to select those who have lived in a village and have done some community work. It is a great folly to select workers from towns and cities without any agricultural background or fascination for village life.

A careful watching for a period of at least two months in the Institute and elimination of about 10 per cent of the total admission, on the basis of unwillingness for work may help in retaining the better ones. Another elimination on the above unwillingness and other undesirable attitudes, after the course is over, may further concentrate willing ones. The last and drastic one will be discharge of those found unsuitable for the program, after serving as a worker for one year. Though expensive, it is worth the expense.

Quite a number of agencies have been working in collaboration with each other in this country on the development of communities. In Pakistan V-Aid does not seem to be pulling well with other nation-building departments. It being a total program for the people. I would suggest that V-Aid Department should make some sacrifice in giving the credit of their work to other required departments. People in the community will judge on the merit or demerit of the departments and should decide as to which department should permanence be given. If the V-Aid department fails to prove worth remaining, it should pack up and allow other departments to exist as they die.

Curriculum for schools in states are prepared according to local requirements. There is no broad-base method of preparing the same curriculum for all the schools. So the curriculum for the V-Aid Institutes should be prepared according to the need and applicability in the development areas. Jobs which are not in practice and which cannot be applied profitable should not be included in the curriculum.

America, with only 12 to 15 percent of the people engaged in agriculture, has vocational agriculture in the curriculum as an optional subject. The aim of the vocational agriculture is to train present and prospective farmers for proficiency in farming. It helps to make beginning and advance in farming by maintaining favorable environment and participating in rural leadership. In Pakistan, if one son of a farmer takes to modern farming, other sons if any may take up some other profession preventing further fragmentation of holdings and so it may be included in the curriculum of the high schools in Pakistan.

Soil testing more or less is a regular feature of farmers in this country. Establishment of soil testing centers, a minimum cost, in each thana and in all the V-Aid Training Institutes will provide facilities to farmers in Pakistan in using appropriate fertilizers economically.

On account of good communication and availability of transportation, farmers in this country carry fertilizers from a central store. There being a lack of the above facilities more often than not, Pakistan farmers fail to obtain their requirement of fertilizer in time. It should be made available to the farmers by opening stores either by government or by private agencies at suitable places.

Farmers in this country get the advantage of various kinds of cooperatives in marketing their agricultural produce and getting fair prices, securing good seed, etc. Farmers in Pakistan have very few such cooperatives

and as a result are deprived of all their benefits. One of the reasons for the failure of cooperatives in Pakistan is that it was thrust on people most of whom knew very little about it. When people know all about it and accept it on its merit, it should not as a rule fail.

Farmers in this country can easily secure short and long term loans from various agencies, some of which have been sponsored by the government. Credit facilities to farmers in Pakistan are very meagre. Some short-term loans are given in such small amounts that most farmers do not utilize them for the purpose they are given. Long and short term loans should be given to deserving farmers at a reasonable interest rate and at the insistence of the government.

Farmers' Bureaus in this country is a powerful organization. Farmers through this Bureau have made substantial achievements in their deal with the government in respect to many affairs of their farms. Such an organization of farmers in Pakistan would make many of their rightful claims to the government effective.

Innumerable private agencies have been contributing to the all-round development of the States. They have been doing it in an organized way and leaders are playing an important role in getting the response and participation of the masses. The vast new power of Pakistan is not being utilized to the fullest and in the right direction for lack of right type of leaders. Leaders who have sacrificed, who feel for the people, and who have contributed to the welfare of the villagers, and not the political leaders, should be selected by the villagers. These leaders may be given a short course of orientation on V-Aid program in the nearest V-Aid Institute or in the development area by the Development Staff. School-teachers who play an important role in villages, should not be lost sight of for such training.

People in this country depend very little on the government for their enterprises like people in Pakistan. Villagers in the development area should be brought into the picture of making and executing plans in the development of their area. They should be made to participate in the program. They should also assume the partial responsibility of execution and achievement of results.

A colossal amount of money is being spent on research in this county by the government as well as by many organizations and commercial farms and the result of this is being carried to the people by means of publications, newspapers, radio, television, and various other publications.

In Pakistan people on farms get very little of the result of this research. Research work should be more intensified in the existing Research Centers. Big commercial farms who have been making their fortunes at the cost of farmers should be encouraged to open their own research centers. V-Aid Institutes also may have their own research. Result of all research, should be brought within the reach of the farmer by the available communications.

Farmers' diaries are an important and useful record of farm activities in the States. It comprises the details of all the farm work including expenditure and income. Its maintenance and review from year to year give the farmer the clear picture of the position in which he stands. It also enables him to alter, amend, or cancel his future plans. Literate farmers in Pakistan may derive a great benefit by maintaining such a diary.

The Social Security program undertaken by the government in this country provides for financial help to aged, survivors and the dependents of the deceased of the low-income persons. One "small serving scheme" sponsored by the government of Pakistan is being experimented with to make people spend-thrift. The return being not very attractive, response from people is not enough to reach the target assigned. A Social Security program on low premiums is worth trying in Pakistan.

Training in Trade School is another program in this country for vocational training. A similar program in Pakistan would engage large numbers of people in activities other than agriculture.

4-H Clubs, F.F.A. and F.H.A. are organizations which provide opportunities to youngsters in organizing meetings on their own, undertaking projects, recreation activities, and thus developing leadership and learning spirit. The out-turn from these projects, when accrued, becomes a sizable amount to have a footing on, when they are separated from their parents.

In Pakistan, the Chand Tara Clubs and Youth Clubs are still in their infancy and they need careful nurturing with the above objects in view. Youth clubs in Pakistan can do lots of social work in the communities and can motivate the adults better than the extension workers can.

Home Makers Clubs have contributed substantially in running the home efficiently, in child care, in nutrition, etc. Our women devote a long time in the kitchen as they are not provided with the facilities of a modern kitchen and home. An improved kitchen with smokeless "chola" (stove), made of local cheap materials will not only save time and fuel but will enable the housewife to work in a cooler and healthier atmosphere. Organization of such clubs in Pakistan would certainly contribute to efficient home management.

Almost 100 per cent of the babies in this country are born in hospitals, and as such maternal and infant mortality are remarkably low. Pending improved transportation and communication facilities and increased number of hospitals, village untrained "dais" (midwives) should be trained in the nearest hospitals to conduct normal deliveries in our rural communities.

As in Pakistan, rabies is a public health problem in this country. No stray dogs are found milling about the streets. Under provision of public health law, all dogs here are subjected to a quarantine to eliminate rabid dogs.

Stray dogs which out-bit the owned dogs should be destroyed in our streets and country side. Other dogs should be put in quarantine periodically to eliminate rabid dogs. This will reduce the incidence of rabies in man and may even eradicate it, as in Australia, which is the only country in the world free from rabies.

Critique:

1. I think a visit to a second farm family with low income would give us some more idea of farm living.
2. It would be beneficial if at least one visit to the farm family would coincide with the season of raising crops, to study the routine work of the farmer and the contribution of other family members in that.
3. A visit to the slum area, if any, would give us some scope to study the condition and the action taken by the government and the society to improve the same.

Suggested Applications to V-Aid Work in
Pakistan of Observations in U.S.A.

by

Members of the Community Development Training Team
Presented during final week of training course
University of Kentucky, June, 1957

Suggestions by Hassan Huhammad Sapra

Animal Husbandry

I. Breeding of Cattle. In American the farmers have pure breeds of cattle and they further breed those pure. This is quite possible in Pakistan too. Emphasis should further be laid on the pure breeding of cattle for various specific purposes and localities. The zamindars should be induced to realize the importance of pure breeding for specific purposes through the efforts of the village workers and the other Development Staff. If possible bulls etc. should also be supplied free of cost from the Development Funds till they realize the importance of Artificial Breeding. This in a time of a few years will improve the performance of the livestock and will add to the efficiency and income of the farmers.

II. Proper Feeding of Livestock. The farmers in America are feeding their livestock in accordance with the feeding tables provided to them by the Artificial Breeding and Cooperative Milk Producers Associations to avoid losses etc. by over or under feeding. This can be adapted in Pakistan, Too. If at least the village worker induces the farmer to feed his animals according to the feeding tables set forth by The Animal Nutrition Research Section of the Agriculture Colleges for milch, dry and work animals. This will avoid wastage both due to over and under feeding. If over feeding checked up some area under fodder crops can be reduced and some money saved by less purchases; on the other hand full advantage of the animal's capacity can be derived which otherwise was not possible as underfed.

III. Artificial Breeding. This is gaining much ground in U.S.A. and the farmers are taking advantage of it to improve their livestock. The village workers in Pakistan should induce the farmers to utilize the opportunity of taking advantage of the Artificial Breeding facilities to improve their livestock. If possible one Artificial Breeding Association for both cows and buffaloes should be established in each Development Area to effectively utilize the services of the Artificial Breeding Organization of the Animal Husbandry Department.

The Animal Husbandry Department should be requested to set up an Artificial Breeding Services station in each Veterinary Hospital both for cows and buffaloes so that the farmers could take advantage of it to improve their livestock. This will improve the livestock of the farmer which will add to his efficiency and income. The farmer will be relieved of the burden of keeping a bull of his own. He will be able to make best use of the best bulls available to improve his livestock. It will be more hygienic.

IV. Lactation milk record for herd improvement. --A good deal of improvement in dairy herds has been affected in U.S.A. by keeping a record of an individual cow's performance under best conditions and comparing that with the standard for various breeds. The farmer can judge which of those are uneconomical and to be culled on account of their poor performance, old age and poor quality, etc.

This in Pakistan can be done with great advantage. The village workers should induce the farmer to keep a record of the date of calving and drying up with one day's milk weighed--on the 15th of each month during the period the animal is in milk. This will give an idea about the performance of the animal; whether that is worth keeping or not.

The Animal Husbandry Department may be requested to work out the standard of performance for various breeds for the guidance of the farmer for culling out of the undersirable animals to affect improvement in his herd.

This will improve the herd. The farmer will have to keep lesser number of animals than otherwise and lesser area under fodder. This will add to the efficiency and income of the farmer, too.

Farm Improvement

Size of the Farm--Farm is the main source of income to the farmer. One hundred and sixty acres per farm family is the average size of the farm in the States. The number of small size farms is gradually decreasing.

	<u>1940</u>	<u>1954</u>
Number of family farms	6.1	4.8 Millions

This is due to the fact that the farmer is getting alive of the consequences of an uneconomic holding and as a stage reaches he sells that out to some adjacent farmer and goes elsewhere for a better job.

Farms are not mostly divided especially beyond a stage of getting an uneconomic unit. These either go to one of the family members by "will" of the owner or one of the members pay for the share of the rest to have the farm. Since close margins for profit make larger farming operations necessary so the small farms are disappearing. In Pakistan the farmers should be educated by the Development staff --

1. To get their holdings consolidated earlier
2. Not to subdivide their holdings beyond an economic unit
3. To take up cooperative farming by grouping up of the uneconomic units of holdings into an economic one or even bigger
4. To stop subdivision of farms beyond an economic unit or grouping back of the uneconomic ones into an economic size of holding by law should be the last resort, as in Greece.
5. The farmers thus dislocated should be provided with an economic size holding in the areas being newly developed.
6. Industry etc. within the country should be developed to provide jobs to the rural population to release pressure from the land.
7. To practice family planning to reduce further pressure on the land.

The Pakistan Government should take necessary steps in this direction to stabilize the economy of the country.

As a result of this the yield per acre will increase, the cost of production will decrease. The country will become self-sufficient in various commodities now being imported. The farmer will become more progressive and his standard of living raised.

Soil Conservation.-- This comprises of the use of each acre of land according to its capability and its treatment according to its needs for maintenance. The problem of conservation of natural resources is too important to the coming generations to be bypassed by any one. The farmers are alive to the fact, of utilizing farm resources without wasting them, rather subjecting improvements in them by cooperative efforts, collective

thinking and best utilization of the services available so much so that they have organized a Soil Conservation Association in the States, with a very useful outcome of it.

In Pakistan this type of Association is also necessary, especially in water logged "Thur" developed and soil eroded localities where this should be organized by in-village workers in each village and further at the Development Area, District and provincial levels this will not only organize the farmers for combined efforts to improve their soil resources in various respects but will also give them a tool to approach the government for necessary helps.

This will help in a speedy reclamation of the water logged "Thur" developed and eroded soils, as the Government agencies already working for the reclamation are not receiving full cooperation from the individual farmers due to lack of awareness, developed interest and organization in them. In addition to this they will be in a better position to plan for better and sound crop rotation, adequate soil manuring and crop planning by sharing their common experiences and techniques.

Soil Testing

A fertile soil, capable of producing high crop yields, is the first step toward efficient farming. Unfortunately, most of the soils do not contain sufficient amount of available plant nutrients to produce high crop yields. Deficiencies of various plant foods must be found out by soil test and made good by supplementing the deficiencies by the commercial fertilizers to get the best yields.

Soil testing service exists and is being well utilized by the farmers in the states. Fertilizers are being applied according to the results of the tests to avoid wastage and to get maximum benefits out of it.

This can be adapted in Pakistan with advantage and mostly in the East Pakistan where most of the plant nutrients are lost, due to excessive rains, etc. The soil analysis should be done by the village workers. They should be taught soil testing in the Institutes. The results should be interpreted by the supervisors and the development officers.

This will help in estimating the exact quantity of fertilizer required and its necessary composition to avoid wastage and to get maximum crop yield.

Crop planning.-- In states the Agricultural Extension staff helps the farmer in surveying his farm, classifying his soil and guiding him in the planning of his crops to best suit to his soil, market and other resources so that he could get the maximum out of his farm.

The farm survey and soil classification is to be done once at the farm. The crop planning and their rotations according to the types of soils is an occasional job. This can be done by the supervisors and the development officers provided they be Agriculture Graduates or may seek the services of the local Agriculture Assistant for their Development Areas.

This will help in the best utilization of the soil resources and in getting the best yields.

Mechanized Farming.--Agriculture is almost mechanized in the States. A wide use of tractor and tractor implements as a labour and time-saving device at the time a better quality work and economical.

In Pakistan it is only possible with our farmers (less than 50 acre farm) if they purchase these tractor and tractor implements on cooperative bases or the cooperative societies purchase these and rent out to the farmers on daily basis. Training Institutes for the tractor drivers and mechanics, establishing of tractor and tractor implements factories, tapping of new fuel resources and widespread repair shops within the country are most essential.

In most cases the holdings are small enough to provide a full-time work even for a pair of bullocks, if the farmer could manage to purchase a tractor and implements in cooperation with the other farmers of the same category or the cooperative society purchases it to rent out. Also he can save land to be put under fodder for the bullocks to be utilized otherwise for food and cash crops. At the same time the cost of their feeding and labour of management etc. are saved.

Home Improvement

The home is generally looked after by the woman for its management, etc. One does not ordinarily think of the farm woman as an economic factor in farming operations. Not to do so, however, is an inaccurate analysis for any one at all familiar with the fundamental principles of home economics knows how much of waste or saving can be brought about by the efficient or the thrifty housewife. The whole success of the farm family in this democratic world hinges around the efficiency of the housewife.

Viewed as a producer the farm woman has a large part in the management of the vast quantity of milk, butter, chickens and eggs, etc. adding annually a lot to the income of the family and wealth of the nation.

In the States there are home gardens which in no small measure are the result of planning and even the physical labor on the part of the women of the farm family. Over 75 percent of the rural homemakers do a large part of their own sewing and the amount of saving in canning and drying fruits and vegetables for home use is tremendous. A certain percentage of the farm women work elsewhere in addition to their daily routine home work to earn additional income. Thus as a contributor to the farm income and wealth farm woman is exceedingly a significant factor.

The following can be adapted in Pakistan with advantage. The women village workers should induce the farm women to take up these with certain modification suited to their local conditions.

1. Kitchen gardens. There should be a small kitchen garden attached to each house to best utilize the leisure time and waste water to have fresh vegetables of their own at hand.

2. The farm people should be helped to understand the laws of nutrition and hygiene, child care and home nursing, etc. through the lady village worker. This will improve the health of the farm people and will increase their savings.

3. An idea should be cultivated that the investment in comfort, beauty, health, efficiency of the farm home and rural community is a wise and legitimate expenditure to have a pleasant life.

4. Small poultry to better utilize the household wastes etc. should be kept in each house mostly for home use to improve diet and supplement their income. Fowls of a certain improved breed - 5 hens and one cock should be supplied to each farmer at half cost price.

5. Wherever possible the farm women should be induced and organized by the lady village worker to do some cottage industry to supplement their income such as wiring, basket making, etc.

6. Preparation of things for home use: The lady village worker should train the farm women in canning, drying of fruits and vegetables, preparation of juices and soups, etc. to avoid purchases. The other time saving devices connected with the application electricity are not possible at this stage.

VOCATIONAL AGRICULTURE

1. Vocational Agriculture.--The farm boys who are going to be the future farmers have the privilege of taking Vocational Agriculture as one of their high school subjects which provides them with the facilities of learning agriculture-planning, and working out of the projects, seeking finances and cooperation of the parents and others to make these projects successful and profitable, and at the same time they learn the maintenance of necessary records etc. They are followed up by the vocational agriculture teacher at their farms for project planning, securing of finances and cooperation of their parents and other necessary guidance, etc.

This can be adapted in Pakistan with advantage if we introduce vocational agriculture as one of the high school subjects to serve as a stepping stone for an effective beginning and an advance in farming. It will also provide an opportunity for the youngsters to practice and find out where their actual expectations stand with regard to farming as a profession, and what are the pitfalls to be careful of.

Graduates in Agriculture should be appointed as vocational Agriculture teachers with all facilities of conveyance, etc. A farm and a shop should be attached to the high school for practice, etc. of the students. This will provide better and more efficient farmers for the country with its yields and wealth increased.

II. Young Farmer's Classes in Agriculture.--These are arranged by the vocational agriculture teacher at night in the schools. The curriculum is decided in consultation with the farmers in a joint meeting. The teacher, in addition to imparting necessary instructions, actually follows them up at their farms for further necessary guidance in various projects at hand.

In Pakistan this could be adapted with advantage. The village workers should organize classes at night and with the help of specialists if necessary, train them in the projects they want to be trained in, and help them at the spot to avoid failures and disappointments at the very outset. This can help the young farmer to be a success, in life-- well begun is half done.

III. Adult Farmers--The Vocational Agriculture teacher arranges for the meetings of the adult farmers to work out their combined chalked out program, to help them in solving the various problems experienced by them in actual farming. In addition to imparting actual instructions and arranging demonstrations, he follows them up at their farms for further necessary guidance at the spot.

This can be adapted with advantage back in Pakistan. The village workers should arrange their classes in each village and if necessary with the help

of the specialists from the Institutes to solve their problems at the spot and to impart up-to-date information in farming so that they could derive the maximum out of their resources. This will keep their knowledge about farming up to date, improve their resources and skills and they will be able to derive the maximum out of resources.

IV. Future Farmers of America. --This organization is organized by the Vocational Agriculture teacher and it has gained much importance by now. It is a very important organization as it--

Learning to do
Doing to earn
Earning to live
Living to serve.

This organization can be adapted (F.F.P.) with advantages in Pakistan to create interest in farming, leadership, and an incentive for healthy competition in young boys and young farmers. This at the first place should be started with high schools and developed into a National organization with various competitions among the members at its various stages with handsome prizes ; so much so that certain percentage of the members of the F.F.P. should be given free of cost an economic size of holdings in the new areas to be developed to give an incentive to the movement. In the Development areas F.F.P. should be organized in each village by the village workers and there should be a liberal competition among the members, both at the village level and Development area levels and among the various Development areas. Handsome prizes should be given to the winners to make the organization a success.

This will produce effective leaders and successful farmers and will cultivate the habit of healthy competition in life among the farmers.

V. Future Homemakers of America.--This is an incorporated, non-profit, youth organization with its members, the pupils in the secondary school who are taking or have taken homemaking courses in junior or senior high school. The membership is voluntary.

Since women play an important role in the success or failure of the farmers, it was thought essential that the homemakers of tomorrow should be trained in such a way that they may be successful in life. With this object in view, this organization has been organized in the States. Each chapter is helped and guided by the Home Economics teacher. The main object of this organization is learning to live better today, in order that the homemaking pupils' lives and those of their families may be better tomorrow.

This organization can be adapted (F.H.P.) with advantage in Pakistan to create interest in homemaking, leadership and incentive for healthy competition in girls. This should be started with high schools and developed into nationwide organizations with various competitions among its members at its various stages with handsome prizes. In Development Areas F.H.P. should be organized in each village by the lady village workers and there should be a liberal competition among its members both at the village and development area levels at the same time among the members of different Development Areas. Handsome prizes should be given to the winners to make the organization a success.

This will produce effective leaders and successful homemakers and will cultivate in its members the habits of healthy competition in life. This will add to their efficiency and success, in life.

Teaching method.--The method of teaching Vocational Agriculture and Home Economics is based on the principle of bringing up of the problem in the class, to make the students recognize it, realize its importance and to discuss its causes, effects and solutions. This makes the students alive to the situation; they take interest in it and try to practice it.

This can be adapted in the institutes in Pakistan with advantage. Where before fixing up of the objective, the discussions and realization of the problem will have a good effect on the trainees.

EXTENSION WORK

A. Suitability of Extension Staff.-- The Agriculture Extension work is being given a great importance in the States. This is the most important service for the farmer as it takes to his door the results of the up-to-date achievements in the field of research to be adapted and benefitted and brings back farmers' problems to the specialists for solution.

Two things are the most important for the extension worker:

- (1) Superiority of Knowledge
- (2) Superiority of skill

If he lacks in any one of them he will not be able to win the confidence of farmers. This has still been supplemented by a team of specialists at the University to assist him at the spot.

The personnel engaged in Extension work and Rural Development at County level in U.S.A. are well qualified.

- | | |
|--|---|
| 1. County Agent | Graduate in Agriculture |
| 2. Home Demonstration Agent | Graduate in Home Economics |
| 3. Assistant County and Demonstration Agents | Graduates in Agriculture and Home Economics, respectively |
| 4. Rural Development Workers | Graduates in Agriculture |
| 5. A Team of specialists with the Extension Service at the University level. | All post graduates in allied subjects mostly pertaining to Agriculture. |

The village workers in Pakistan both male and female with 8th to 10th grade education on an average are trained for one year in the allied subjects the knowledge of which is of use to the farmers both to develop and make best use of their resources and to affect economy to make best use of their earnings, etc. They need occasional guidance and the best man at this spot can be the supervisor and the Development officer. Since more than 50% of the farmer's problems relates to Agriculture the supervisors and the Development officers should be Agriculture graduates as far as possible.

A team of specialists should be at the Director level to assist the Development staff in the Development areas and still to seek coordination of their respective departments.

4-H Clubs.--The various projects the boys and the girls have to do as a 4-H Club member in the U.S.A. have the advantage of learning by doing for themselves. They develop the habit of working, healthy competition, dignity of labor, team spirit, cooperation and development of confidence in self.

This in Pakistan should be given a serious thought and the club members should have definite programs well planned, guided and supervised by the village workers, etc., and encouraged by various competitions and prizes at various levels. Club days and weeks should be observed and appreciated.

This will help in developing leadership and self confidence in the youngsters who will later on prove to be the good citizens.

Field Trips.--In the States the field trips are arranged where the people of special interests travel together to study the progress of their other co-farmers. This can be adapted with advantage in Pakistan. The Development Staff should organize special field trips both within and outside of their development areas to provide an opportunity to the farmers to see how things are being done better with some of their other co-farmers.

This will provide them an opportunity to discuss among them the causes of success, etc., and will stimulate them for better farming. This will improve their enterprise.

Special Enterprise Committees.--To develop the various enterprises there are special enterprise committees or associations--cotton growers, dairy-men and fruit growers, etc., associations in the States. To develop various enterprises special committees or associations of cotton, sugarcane, fruits and vegetables and seed growers, etc., should be organized in Pakistan. In each village of the Development Area there should be as many special enterprise committees as possible and then at the Development Area and higher levels (province or director's level.) These will provide facilities to the farmers of special interest to meet to share each other's experiences for further development of their enterprises and to safe-guard their interest.

Farm Bureau.--The farmers in Pakistan should be educated to organize themselves to form a farm Bureau as in U.S.A. for the development of the farmers and safe-guard of their interests. This will help them in planning their programs, and better utilization of the services available; at the same time it will serve as a tool to approach the government for necessary helps. This may start at the village level and may go up to the Provincial and even to the Federal levels. It is of farmers, by farmers, for farmers.

Training of Leaders.--The leaders in various fields or enterprises should be trained as in U.S.A. They should be from the various levels of the farmers and should be trained in the village or locality, etc., by the Development Staff and the Specialists at the Institutes or even by higher levels where ever necessary. This will save the time of the Development Staff of going to everybody and at the same time will facilitate in pushing through the program as the farmers have more confidence in their co-farmers than in anyone else.

Homemakers Club.--These clubs have been organized throughout the States and are helped in program planning, etc. by the County Home Demonstration Extension Agents. The object of this organization is to promote and develop an educational program to help the farm homes through the leaders of the homemakers clubs. Such like clubs could be organized in each village of the Development Area where lady village workers are available. This will help the farm women in learning sewing, canning and drying of fruits and vegetables, laws of nutrition, hygiene and sanitation improvements, child care, home nursing and better utilization of their leisure time, etc. This will add to their income and make homes pleasant.

Use of Radio.--Talk of common interests of the villagers should invariably be broadcast by the Development staff, etc., at least once a week as is done in U.S.A. Each village in the Development Area should be provided with -battery set radio-one per Development Committee per village to bring them together to discuss their problems and to develop interest in them to develop their resources and improve them.

Use of Newspaper--A column in a local newspaper should be set aside to comment on Agriculture and Home Economics, etc., by the Development staff, etc., as is being done by the County Agricultural staff in U.S. to develop interest in the farmers.

Small Pamphlets--Small pamphlets and charts, etc., of a page or so should be prepared as attractive as possible and distributed among the farmers to create interest in them to develop.

Cooperatives--The development of farmer owned and operated cooperatives have done alot of good to the farmers and especially the small farmers in the States. Village worker in Pakistan should induce the farmers for joint action in marketing and in the purchasing of farm supplies through their owned and operated cooperatives which increase their income and saving and will bring a large scale efficiency to the small farming units.

The farmers should be given every encouragement to develop the cooperative in such a way that the cooperatives may be in a position to offer well rounded service to their members in marketing of the produce as well as in the purchase of farm supplies. At the same time those should be in a position to advance small productive loans to meet the immediate needs of the farmer. The village aid department should help them with a technical advice and loans at small interest (2 $\frac{1}{2}$ %).

Child Guide Services--This service exists in the States and offers professional help in correcting behavior problems in children. In Pakistan this service should be set up with the Education Department at District-level with a purpose to provide diagnostic, consultation and treatment facilities for a wide range of mental and adjustment problems of the children. The village worker should guide the farmers to make use of this service in cases of abnormal behavior etc. of their children to improve them to be good citizens later on.

Community Chest Service--This is a very useful service working for the community development in its various phases. To start with the village worker should make the farmers realize some of their very small but felt problems and induce them to collect funds to plan program and execute it. This will give them a start in the direction of working together, estimation of expenditures, program planning and its execution, etc.

Education

In the States there is a vast scope for the children to select their subjects according to their taste and the profession they are going into. The objective of education to them is to be a success in life as a good citizen and an asset to the nation.

In Pakistan the present system of education needs revision. The children should have vast fields for the selection of their subject according to their tastes, the field of life they are going to enter and the locality to secure success in life. Village worker should induce the teachers and the parents to organize P.T.A. as is in the states. The frequent counselling of the teacher, parents, and the child for the selection of the field of life, the subjects of study and the progress in study of the child are most essential.

Adult Education-- In the States the people are in the process of ever learning. It may be in the form of reading and writing or it may be the dissemination of useful information to them through newspapers, radios and television, etc. This is too termed education. In Pakistan by Adult Education we mean literacy that is also essential but still with the help

of films, radios, dramas and demonstrations, etc. we can teach them things of their use. In the literacy campaign everybody who could help should voluntarily take part--school teachers, village workers, movies, folks of the village and the leaders, etc. The Mosque, school building and other places of common gatherings should be utilized for this purpose. The persons going to help in this work should be given a special short training for this purpose.

Mobile Library.--A mobile library should be established where ever possible to create interest in the adult folks for reading and writing etc.

HEALTH

Health has a great influence on the income and efficiency of the farmer. In the States great importance is being given to the preventive side of the diseases and the curative side is almost left to the private arrangements. Since curative treatments are very expensive people take maximum advantage of the preventive. In the States where running water is not available in the houses the people has erected hole-hole latrines near the house which is a quite satisfactory arrangement.

In Pakistan this type of latrine can prove very useful to maintain good hygienic conditions. The village worker should further induce the villagers to erect one hole-hole latrine with each house. The people should be educated to make best use of the preventive measures available. In the states the doctors have to report at once to the medical authorities in case of contact diseases. This should be introduced in Pakistan to put effective check on the further spread of contagious diseases.

Health Insurance.--In the states there is a lot of facilities for the health insurance, and the farmers are taking full advantage of this. In Pakistan this as such cannot be adapted at present. However, Health Cooperative is possible where 50% of the expenses or more as the case may be should be met with from the cooperative according to by-laws.

The village worker should induce the farmers to establish one (Health cooperative) in each village.

Family Planning. In the states this is becoming more and more popular with the people. The facilities are available and are being availed of. In Pakistan facilities for this purpose should be provided with each District-Hospital. The Development Area staff should induce the villagers indirectly to take advantage of this facility to decrease the population and to raise his standard of living.

Child Guidance Service.--This service exists in the States and offers professional help in correcting behavior problems in children. This service should be set up with the Education Department at district level with a purpose to provide diagnostic, consultation and treatment facilities for a wide range of mental health and adjustment problems of the children.

The village worker should guide the farmers to make use of this service in cases of abnormal behavior, etc. of their children to improve them and to make them good citizens later on.

Community Chest Service.--This is a very good service working for the development of the community in various phases. The village worker to start with should make the farmers realize some of their small but felt problems and induce them to collect funds to plan a program and to execute it--this will give them the habit of combined estimation of expenditures, working, program planning and its execution, etc.

Critique

1. Books should have been given in the beginning.
2. More time with the specialists and in the localities best suited to the field should be given importance in future.
3. The amount kept for the purchase of books was not sufficient.
4. More time should be given to the subject matter in future.
5. The program as far as possible was well planned and conducted.

Suggested Applications to V-Aid work in
Pakistan of Observations in U.S. A. by
Members of the Community Development Training Team
University of Kentucky, June, 1957

Suggestions by Zubede Shams

My life in the United States started from the 19th of January, 1957. For the first two weeks I attended the orientation classes in Washington and then, along with my group, came to Lexington, Kentucky on the 3rd of February, 1957. At the airport we were heartily welcomed by the mayor of the city. President Dickey and his wife, and the worthy staff of the Sociology Department, along with their families.

I will not go into the details about the organization of our training program because sufficient has been said by my group members. Straight away I will take up subject Home Economics. The points which I am going to give below are the result of my observations in the U.S. I have given more time on the point of how these observations can be applied to Pakistan rather than giving details as to where in Kentucky I observed these things.

Cottage Industries:

After spending nearly four and a half months in the world's outstanding commercial country, U.S.A., I am thinking how we in Pakistan can make better the small scale cottage industries to raise the standard of living of the people. If you go into the villages in my area you will see hundreds of women doing beautiful embroidery and tilla work with their hands, but after whole days of hard work with their hands, they are not able to get sufficient money to buy food to keep them healthy. The reason for this low income is that there is no market in foreign countries for these pretty hand-made things. My suggestions for raising the income of the working women in the villages are two:

1. Opening of markets for hand-made things in foreign countries. I am sure that if reasonable prices are put, these things can be very popular in foreign countries. Also introduction of some new cottage industries in the villages such as small scale poultry, beekeeping, and preservation of fruits and vegetables for local markets.

2. Here in the state of Kentucky I have visited many Home Makers Clubs. As in my part of Pakistan the word club is not very much appreciated the women's organization can be called by some other name and its working day should be Friday. The village women should organize themselves in three or four homes, the time from 1 to 3 o'clock. They can afford to come because at this time men also go for Friday prayer. The program can go something like this: 1. Prayer 2. Advanced lectures on religion. In women's colleges, there are theology teachers who have a Masters Degree in Theology. These people's services can be obtained through the Education Department once a week for one center. If some women from A.P. W. A. are requested they can also help in this type of lecture; in the villages high school or middle school teachers

in the near-by area of the village can be requested for this type of lecture. Child Psychology, health and sanitation and many other similar types of lectures can be useful for village women. 3. Small Savings Schemes: I have seen very many women in the villages in my country who know many pretty skills but they do not have the money to do it for selling. In this type of Friday gathering, small scale savings can be started and these women can be helped to make the things. 4. Teaching of literacy can easily be started on these Friday gatherings. In the villages there are few women who can read or write, therefore if they can be persuaded to give daily some time to learning reading and writing I think much can be done. 5. New designs and patterns for embroidery work and other hand work can be exchanged with each other in these Friday gatherings.

Advisory Committee- For above mentioned activities Women's Advisory Committees are necessary from the village level up to the national level.

Research:

Under the Home Economics College Karachi research work on food and nutrition is being done. Its results should be published and distributed in schools and villages to let the people know what is being done in this connection. In Lilpur Danish Mandan and Sons are also doing some research work in home economics; their results should also be published on a large scale. Asia Foundation is also doing nice work on this line. These people should be encouraged to work more.

Child Care.

Due to the lack of knowledge of health, most of the new born babies die, not only the babies but some times the mothers die. More and more lectures on health should be arranged in the villages; more midwives should be trained.

Visual Aids.

On several phases of Home Economics films should be prepared according to Pakistan needs, because films and slides are the most useful teaching aids for illiterate people. Here I have seen some very nice films on child care, nutrition, and decoration of homes. Films like these can be prepared in Pakistan also.

Dress Patterns.

Here in the States I have seen that ready-made patterns for sewing are available in the market. In West Pakistan where women dress up in three pieces of dress, it takes a very long time to make one dress. These ready-made patterns can save lots of time; in schools the students must learn how to make patterns. I have visited the place over here where they make patterns; I was surprised to see that pattern-making itself is a big business center. Here I must say that in Pakistan Singer Sewing Machine Company and Puff Machine Company can help a lot in this connection.

Kitchen.

Side by side with the research work on food, kitchen improvement is very necessary. For this purpose in the high school and village Aid Training Centers, two types of kitchens can be made, old and new type, and let the students themselves realize which one is better. A lady village worker can suggest to the village woman what improvements she can make in her kitchen according to the limits of her income.

As regards the critic, almost all the points have been covered by the various group members, and I think it is no use repeating them. Still there are one or two points I would like to bring out.

1. All the facilities afforded to the housewife in saving time in the kitchen is something new to me, but I have not been able to find out the history of modern invention. Was it the housewife who first of all demanded these facilities? Who did all this research work? How long were experiments made for the improvement of the kitchen?

Although it is a fact that commercial people are the main source, how did they happen to invent the kitchen equipment? I think in the future if some ladies come to study home economics they must be given the history of kitchen improvement. I have not been able to find out if there is any department in the University or in the States which is particularly exploring the possibilities of saving devices, especially the kitchen.

2. More emphasis should be given to the individual interest. At the end I must say that I have thoroughly enjoyed my time in Lexington, seen many new things and new practices which have given me insight of how possibly I can manage to adapt all that I have learned here back in my own country. I am highly indebted to the members of the committee who have taken such pains in making our stay comfortable. Special thanks are due to Mrs. Van Meter, Dr. Beers, Dr. Sutton, and Mr. Whitehouse.

AN EVALUATION BY MEMBERS OF THE UNIVERSITY COMMITTEE IN CHARGE.

THE OVERALL OBJECTIVES

In evaluating the Seminar in Community Development given at the University of Kentucky for a group of members of the Pakistan Village Agricultural and Industrial Development (V-Aid Program), we should remember the overall objective of the program as stated by the International Cooperation Administration:

"The chief purpose in sending directors, principals, instructors and development officers for training abroad is to acquaint them with advanced methods of administration, vocational training, extension methods and community organization used in other countries and which can be applied to the V-Aid program in Pakistan."

Our seminar was one part, though the longest and most important part, in the total program which included visits to the American Farm School at Salonika, Greece, and, by one member of the group in Denmark before coming to Lexington, and a visit of nearly a month in Jamaica after leaving Lexington.

The seminar at the University of Kentucky was set up to give instruction "in the theory and practice of community development as a rational process of social action." The ICA wanted such instruction to include both academic instruction and field work. The former was to include courses on "The Community," "Community Organization," and "Principles of the Behavioral Sciences." The types of field work suggested were: (1) Vocational training in agriculture and home economics; (2) County extension service programs; (3) Subject-matter and extension specialist training; (4) Study of outstanding rural communities; (5) Specialized training in rural cooperatives.

ICA emphasized that the instruction should be focused "upon the community development process and only incidentally on the specialisms of the participants."

The question we will be concerned with here, then, is: How well did we accomplish the objectives set forth for the seminar?

WHAT WAS THE EVALUATION OF THE PAKISTANIS THEMSELVES?

Toward the end of the seminar the members of the group were asked to submit critiques of the program. The following is a brief summary of the main points made (for a fuller discussion see the individual reports.) Unless otherwise noted, the comments quoted were made by only one person.

Orientation in Washington-- One felt the orientation in Washington was very helpful but thought one week was sufficient.
Reception in Community-- In general the group was pleased with its reception in Lexington. One commented that "the suggestion that the group should wear Jannah caps while going out in the counties or walking in the city" was appreciated "But this solution unfortunately could not work well." This same person suggested more publicity of the group's activities and the publishing of a group picture. (A picture of the group did appear in the Lexington newspaper.)

General evaluation of the plan of the course.

1. One noted that the planning for the seminar was not done by the group but had already been done by the time the group arrived.
2. Five wanted more lectures on community development and the basic behavioral sciences.
3. One thought the members of the seminar should work with the specialists the first month. On the other hand, one thought the group should have an intensive short course in rural sociology, anthropology and psychology the first two months.
4. One suggested shortening the course by reducing the time spent on vocational agriculture and thought the seminars and field trips could be shortened two weeks. Another also felt too much time was spent on seminars and discussions, especially after the field trips; apparently he wanted more lectures. Still another suggested listing the definite objectives of the field trip, preparing a questionnaire taking into consideration the objectives and evaluation after return by the group to determine whether the objectives were reached.
5. Two suggested more practical training--training in the field under the supervision of Extension specialists in the use of things learned in lectures and discussions.
6. Two thought evaluation should have been stressed more, especially, one mentioned, because evaluation was not stressed in Pakistan.
7. Four openly declared more time should have been spent in work with specialists in their particular fields, and others hinted that they felt the same way. One thought field officers should spend time with more than one subject-matter specialist.
8. One stated in his report, and most of the others mentioned at one time or another, that they should visit low-income families and the slums to see situations more like their own.
9. One mentioned liking the "household affairs" period.

Critique of methods of teaching--

1. One said teaching methods adopted for this group differed from those recommended by American advisors in Pakistan.
2. One wanted more films and audio-visual aids to supplement the lectures.
3. In criticisms offered above it is clear several others felt more time should have been spent in lectures. It was obviously hard for many if not most of them to accept the seminar-discussion method.

4. Two suggested distributing mimeographed copies of the lectures.
5. Four thought the books should have been secured early in the course.
6. One suggested having special reading material in the library.

Other suggestions--

1. Two said \$60 was not a sufficient allowance for purchasing books.
2. One suggested visits should be arranged during crop season. (But there are many disadvantages to being here in summer when most public schools are closed and when many community activities are on a "vacation schedule.")
3. One wanted more on the history of the development of kitchen equipment
4. One suggested having a follow-up series of lectures on Community Development by an ICA expert in Karachi.

In general, we can say that the critiques of the members of the group reflected what their roles were and what they themselves needed and were interested in. Their criticisms indicated that they had apparently learned some of the things we emphasized e.g., their insistence on practical training, group planning.

WHAT IS OUR EVALUATION OF THE SEMINAR?

Pre-Lexington planning--

1. Dr. Green's pre-tour emphasis on the study of community development as the primary objective with study of specialties definitely secondary was helpful to us, for there was a continuous tendency on the part of many of the participants to want more training in their specialties.
2. Obviously the participants had been carefully selected, and a policy of careful selection should be continued. Among qualities to be considered are adaptability, resistance to cultural change, and the possibility of shock in a new culture.
3. The variation in social science backgrounds of members of the group created some problems in how to present certain aspects. We had planned to instruct a group with practically no social science background, but found some members of the group had had a good deal of work in the field. On the whole all seemed to profit from the social science material presented and wanted more.
4. It was a tremendous advantage that all had already been working in some aspect of the V-Aid program and that all were concerned primarily with agricultural people whose problems they knew a good deal about.
5. Having a preliminary orientation in Washington to American life was good; this saved us a good deal of time and effort and also was a valuable experience for the group.

Preliminary planning at the University of Kentucky.

1. It would help a great deal in planning if we knew some time before the arrival of the group what the specialties of seminar members are. Then we could involve the other departments of the University earlier and more successfully (e.g., social work, public health, psychology, Medical School).

2. Though in general we had excellent cooperation from other College and extra-College departments in the University, cooperation probably would be better if they could be more directly involved in planning. We could, for instance, schedule a more integrated series of lectures and discussions.
3. We perhaps could work out in advance more integration in the lectures, though this is a big job. We, of course, did do a great deal of this ourselves in choosing subjects and the instructors.
4. We can get examples of good teaching in vocational and home economics classes, of good adult teaching of the non-classroom sort by county and home agents, public health people, etc., but we have nothing like the village-level, multi-purpose worker. We were fortunate to have a good many people available (Dr. Harris, Dr. Beers, Dr. Sanders, Dr. Carl Taylor and others) who had seen community development programs in underdeveloped countries and who had had active roles in such programs.
5. We had excellent cooperation from city, state and community groups. We might bring even more community specialists (public health, social agencies, e.g.) to the seminar than we did. And it might be a good idea to involve representatives from these groups in the planning from the start.
6. On the whole the careful preliminary planning which had been done "paid off" and greatly contributed to the success of the seminar even though many changes had to be made.

How the Pakistanis fit into the community.

1. The welcome at the airport was very effective in creating a friendly atmosphere and easing some of the inevitable tensions of arriving in a strange new place.
2. The welcoming ceremony by University and City officials was effective and impressive, and the publicity about this ceremony no doubt helped in getting the group accepted in the community.
3. The lodging and food arrangements seem to have been pretty good. By living in small groups in modest rooming houses they were able to learn a great deal from the people they stayed with. Their experience in buying food, cooking and housekeeping no doubt was an excellent way of learning much about American life they might have missed otherwise.
4. Apparently there were very few difficulties among the host families and communities in adjusting to the Moslem guests and vice versa. The briefing of both groups was probably a real factor in accomplishing this adjustment. The visits to restaurants and careful publicity about the group no doubt helped prevent "incidents" on account of color which might have been embarrassing. The group was frankly told about Southern racial patterns and suggestions were made about how to meet certain situations which might be difficult.
5. Contacts in the community were overwhelmingly warm and friendly and certainly made a great contribution to the comfort and happiness of the group.

How can we in the U.S. best contribute to the training of community development workers?

1. It is good to associate training in America with observation and study in other countries with outstanding community development programs which are more similar culturally and economically to the countries of the participants.
2. The U.S. may well not be the place to study community development for underdeveloped countries, but it is probably the best place for getting basic approaches through the behavioral sciences.
3. The combination of research, teaching and Extension in land-grant colleges, in fact the whole relationship of the land-grant college to the state, seemed very impressive. This may be another good reason for having such groups come to the U.S.
4. It was a fascinating experience for us, and probably we learned more than the Pakistanis did. Being faced with the importance of so many cultural differences in the process of community development was a challenge to us, though we were also impressed by the many similarities in our cultures. Not only did we have to help the Pakistanis to examine their stereotypes about American life but they helped us examine our stereotypes about our own culture as well as theirs.
5. Greater knowledge on our part of the situation in Pakistan would have been helpful. Our experience with this group should help us a great deal in working with any future groups from Pakistan. If we are going to continue to have such groups it might be well to consider having a staff member go to Pakistan as a consultant. We must note that our lack of knowledge about Pakistan was in some ways advantageous, for one thing we shout "ignorance" about each other's culture that made the experience obviously a learning situation for all.
6. It was very helpful to have Dr. Taylor and Dr. Sanders as consultants, especially since we all share a common viewpoint.

Was our basic plan good?

1. Our basic plan was good.
2. It was found wise to have one or two staff persons working closely with and "available to" the group. It is obvious we need both an individual to take care of the technical arrangements (for housing, field trips, transportation, finances, etc.) and also a professional person who can counsel with the members of the group.
3. Much of our "contribution" was made in spotting cultural and personality blind spots in individuals and trying to make them aware of them.
4. On the whole we did a good job of helping them to understand what they saw and to get a "feeling of belonging" and friendship. (And we spent a good deal of time doing this.)
5. It was difficult to get the group oriented to the seminar-discussion method. They wanted lectures and were terribly disappointed when they didn't get lectures. In general, we think the seminar method best, but it needs to be carefully thought about nevertheless.
6. The afternoon sessions (usually devoted solely to discussion) should have been more carefully planned. We might well have had more lectures then, or at least have had alternate periods of lecturing and of discussion instead of concentrating the lectures in the morning and the discussions in the afternoons.

During the afternoon sessions each of the seminar members might profitably serve as discussion leader, for the participants obviously need practice in group leadership.

At certain points in the seminar an afternoon of reading in the library would probably have been more profitable than either discussion or lectures. And actual practice in how to carry out certain research procedures and when and how to get various types of information would have been useful.

7. Time was too short to do all the things we hoped to do. They thought this was true, and we did too, but we felt that we would probably feel that way even if a considerably longer time were available.

8. Having the group in residence here most of the time was wise; the group was able to develop a feeling of stability and belonging, important in learning and could examine many things more intensively and carefully.

9. Shopping for things the members wanted to buy was suggested as a good lecture and discussion topic by one of the members of the staff as a way of bringing out many aspects of American culture in contrast to the culture of Pakistan.

10. Obviously many of the seminar members' problems arose from higher-level administrative decisions and aims, misunderstandings, rivalries among ministries, etc.--things we could not do much about except talk about them and illustrate with some of our own experience.

What about the field trips?

1. We thought our having them live in family farm situations early was good. It probably would be better if we got them carefully and systematically in poorer areas to start with (but this is a difficult task.)

2. Perhaps two or three more field trips to outstanding community development projects should be made.

3. More experience in the field would be better, but we cannot see how this can easily be done.

4. Our Rural Development counties may eventually be important "labs" for such groups.

5. Are our cooperatives of the sort that study of them is helpful to the Pakistani participants in the seminar?

Some technical suggestions about the seminar.

1. Probably we should have all the books they will buy on community development on hand when they arrive.

2. Perhaps we should have more "methods and materials" emphasis-- have them make actual audio-visual materials which they could use, plan definite community projects as examples which they could use (as Horace Holmes did with the Indonesians.)

3. Should have more "home work" with library readings, problems, etc. The plan of requiring weekly reports was good.
4. Should have more of the lectures and discussions mimeographed and distributed.
5. Having a good secretary for the course is absolutely necessary.
6. Their evaluations seemed to be an effective educational device--each presented his evaluation to the group and had to defend their suggestions and criticisms.

Some suggestions about administrative and business arrangements.

1. Need to have a more definite policy about book-buying (how much for community development materials, how much for specialties, e.g.) and need to compile a basic bibliography of materials. Also need to find a better way of ordering, handling and shipping the books. There should be a budget provision to take care of at least part of the cost of this book-buying operation.
2. There should be an entertainment and transportation fund to help ease the load on a few local people. (Incidentally the entertainment and hospitality given by families closely connected with the seminar undoubtedly made a tremendous contribution to the success of the group's stay in Lexington.)

Assignment of Pakistani Guests to Farm Homes in Kentucky

Week of February 11, 1957

<u>Guest</u>	<u>Farm Home</u>
Mr. Ahmad	Mr. and Mrs. George Spoonamore III, Rt. 2 Lancaster
Dr. Ali	Mr. and Mrs. J. M. Brown, Glendale
Dr. Awal	Mr. and Mrs. Adam Kalb, Brooksville
Captain Ayyub	Mr. and Mrs. Ray Tucker, Rt 1, Finchville
Mr. Bukhari	Mr. and Mrs. Hiter Woods, Rt 2, Nicholasville
Mr. Faiz	Mr. and Mrs. James Newman, Rt 2, Harrodsburg
Mrs. Hanif	Mr. and Mrs. Glenn Clay, Carlisle
Mr. Khan	Mr. and Mrs. Willie Prewitt, Lancaster
Mrs. Khanam	Mr. and Mrs. Cal Moody, Rt 2, Eminence
Dr. Majumday	Mr. and Mrs. S. M. Calvert, Rt 4 Frankfort
Mr. Sapra	Mr. and Mrs. Virgil Cobb, Owenton
Miss Shams	{ Mr. and Mrs. Thomas L. Rankin, Rt 2, Danville Mrs. Pat Humphrey, Green Acres Mr. and Mrs. Jones, Perryville
Mr. Sherwani	Mr. and Mrs. William S. Irvine, Rt 1, Danville

COUNTY ASSIGNMENTS: - PAKISTAN PARTICIPANTS (April 1-13, 1957)

April 1 - 6	Mr. Faiz, Paducah, A. R. Mabry, County Agent
April 7 -13	Mr. Faiz, Mayfield, W. R. Hoover, County Agent.
April 1 - 6	Mr. Hanif, Wickliffe, Jim Edwards, County Agent
April 7 -13	Mr. Hanif, Bardwell, Faye Atherton, County Agent
April 1 - 6	Mr. Khan, Benton, Homer Miller, County Agent
April 7 -13	Mr. Khan, Murray, Sam Fay, County Agent.
April 1 - 6	Mr. Ayyub, Blinton, Paul Mills, County Agent
April 7 -13	Mr. Ayyub, Princeton, Levi Oliver, County Agent
April 1 - 6	Dr. Awal, Berea, Lee Durham, County Agent
April 7 -13	Dr. Awal, Catlettsburg, Grover Corum, County Agent.
April 1 - 6	Mr. Sherwani, London, M.C. Griffin, County Agent
April 7 -13	" " , Vance burg, Harold Gooding, County Agent.
April 1 - 6	Mr. Ahmad, Williamsburg, J. W. Kidwell, County Agent
April 7 -13	Mr. Ahmad, West Liberty, Carl Sinclair, County Agent.
April 1 - 6	Dr. Ali, Springfield, Troll Young, County Agent
April 7 -13	Dr. Ali, Frankling, Woodrow Coots, County Agent

April 1 - 6 Mr. Sapra, Lebanon, Gilbert Karnes, County Agent
 April 7 -13 " " , Bowling Green, Wilson Hourigan, County Agent

April 1 - 6 Mr. Bukhari, Greensburg, John Ewing, County Agent
 April 7 -13 Mr. " , Morgantown, Sam Kent, County Agent.

April 1 - 6 DR. Majumdar, Liberty, George Noble, County Agent
 April 7 -13 " " , Hartford, R. D. Ridley, County Agent.

April 1 -13 Mrs. Khanam, Pineville, Mrs. Minerva Murphy, Home Demonstration Agent

April 1 -13 Miss Shams, Hardinsburg, Miss Mary Steele, Home Demonstration Agent

TENTATIVE SCHEDULE FOR PAKISTANI CAMPUS ACADEMIC PROGRAM --FOUR WEEK PERIOD
 (February 18 - March 1 and March 18-27, 1957)

I. The First Two Week Period (February 18 - March 1, 1957).

General Purposes

A. Purposes: (1) To provide some basic understanding of the particular social science insights most relevant to community development efforts; (2) to provide a general orientation to American conceptions of community development; (3) To relate these two sets of considerations to Pakistan life; (4) To continue to develop greater mutual understanding of the two cultures; (5) To provide some time for each individual to pursue those matters he wishes and can pursue only in Lexington,

B. Morning Schedule: (Mornings will be given over to presentations by our staff, looking mainly to explanation of substantive meanings of social science and community development. As different topics are considered, both the comparative approach and a focus upon the significance of the phenomena for community development should be utilized. Some readings may be assigned for each day, and, if possible, some pertinent film and/or recording used to supplement the lecture.)

9 to 9:30 General discussion, planning and housekeeping
 9:30 to 10:30 Formal presentation, with or without films, etc.
 10:30 to 10:45 Break
 10:45 to 11:50 General discussion of the topic considered.

C. Afternoon Schedule: The afternoon would be given over to consideration of the nature of the comparable phenomenon in Pakistan and the relevance of the considerations for Pakistan Village AID work.

3:00- 3:30 Half-hour formal presentation by a member of the Pakistan team of the comparable parts of social life in Pakistan, with perhaps suggestions as to the usefulness of the insights for V-Aid work. This might either be an individual statement, or a statement given by one person, but growing from the thought and discussion the group had during lunch and early afternoon period.

3:00 - 5:00 One and one-half hour free discussion oriented to the significance of the concepts and material to V-AID and community development work.

D. Daily Schedule of Topics and Persons with Major Responsibility:

- Monday, February 18 - Discussion of previous week's observations, starting with an effort to elicit all questions, and an attempt to classify them. Rest of day given to some systematic consideration of these and pointed to their further elucidation in coming topics.
- Tuesday, February 19 - Dr. James S. Brown, "Society and Culture."
- Wednesday, February 20 - Dr. Howard W. Beers, "Values and Value Systems."
- Thursday, February 21 - Dr. C. Arnold Anderson, "Stratification, Leadership, Power."
- Friday, February 22 - Dr. Milton Coughenour, "Social Organization" (Norms, Primary and Secondary Groups, etc.).
- Monday, February 25 - Dr. A. Lee Coleman, "Research on Diffusion of Ideas."
- Tuesday, February 26 - Dr. Willis A. Sutton, Jr., "Community Development: Aims, Methods, Techniques, Philosophy." Film: "Tale of Two Towns."
- Wednesday, February 27 - Open for Individual Pursuits, Family Planning, etc.
- Thursday, February 28 - Dr. Beers and Dr. Sutton, "Examples and Types of Community Development in the U. S." Possible Film: "Public Opinion" - 1 reel.
- Friday, March 1 - Dr. Martin M. White, Dean, College of Arts and Sciences, "Group Dynamics."

II. For the Second Two-Week Period (March 18 - 27, 1957)

(This statement is subject to change as needs develop during the first two weeks.) Its purposes are mainly to sharpen insights and develop more explicit meanings for Pakistan in the realm of community development by focusing on more specific problems, examples, cases, and on the concrete problems of step-by-step procedures in working with a community or a village. Some attention will be specifically given here to the role of the Community Development Training Institute and its instructors. Also, consideration of the specific problem of the development officers and the village workers may be a focus. Dr. Carl Taylor and Dr. Irwin T. Sanders will be present as consultants during a part of this time.

Morning and afternoon schedules should probably be about the same - with some formal presentations in morning, but afternoons reserved for discussion, perhaps led off by Pakistan presentation. Or, at this time, if attention is really focused upon more of less specific problems in procedures and in understanding how to operate and why things haven't succeeded in certain situations, a shorter presentation of an American example followed rather by a similar presentation of a Pakistan example with the rest of the time left for discussion might be helpful. More specific planning for this two weeks, though, I think will have to wait until we can evaluate our first efforts.

UNIVERSITY OF KENTUCKY
Community Development Training Program
for Pakistan Team

Assignment Number 1

A written statement due Tuesday, February 5, 1957, at the beginning of the morning session.

This assignment is to be done by each individual separately. Its purpose is to help the individual and all members of the training program (Pakistanis and Americans) to gain a clear picture of the methods of work which have been and are followed in each of your various jobs.

Each person is to think about the work that he does and consider the methods and the procedures he uses in carrying out his work. Attention is to be focussed NOT UPON THE JOB ITSELF, that is, not upon what is done, but rather upon THE MANNER IN WHICH YOU DO IT, THE METHODS YOU USE, THE PROCEDURES OR STEPS YOU FOLLOW, THE WAY YOU WORK. Each person is then to write out a statement which will describe as fully as he can the WAY he does his or her job.

Here are some examples of the kinds of questions your statement may answer about your manner of doing your job (but feel free to consider other aspects as well): How do you secure the information you need to do your work? From whom does it come? In what way and under what circumstances do you talk or write to subordinates? In what way and under what circumstances do you talk to or write to people above you in authority? Do you talk to people about your work in "off hours"? Who comes to see you about your work? What are the main difficulties or problems you have in working with people, in having people cooperate with you in your job?

Assignment Number 2

A written statement developed by the whole group due Wednesday, February 6, 1957, at the beginning of the morning session.

This is a group assignment. All are to work together to develop one statement. In the statement some attention may be given to the special interests and special responsibilities of different individuals, but major attention should be concentrated upon those aspects of your several jobs which are common to all - the problems and concerns of each and everyone who works in community development. With this in mind we would like you to do three things:

(1) Develop a list of differences and similarities in methods or ways of working which were noticed as between Americans on the one hand and Pakistan people on the other. First list differences by giving a brief statement characterizing the American method and opposite it a brief statement characterizing the relevant Pakistan method. Secondly, list with brief statements those methods or ways of working which seem to be essentially similar.

(2) Where American and Pakistan methods seem different develop a statement which (a) comments upon the adaptability or non-adaptability to Pakistan of the American methods and, (b) comments, to whatever extent you can, upon the adaptability or non-adaptability to America of the Pakistan methods.

(3) Develop a statement setting forth what the group feels it would like to achieve as a result of its forthcoming period of training.

Assignment Number 3

A written report summarizing your main impressions of the first week at the University of Kentucky due to be turned over to staff not later than Monday morning, February 11, 1957.

This is the first of a series of weekly reports we shall ask you to do. Each report should summarize your major impressions during the week, the main new ideas you have received during the week, the main ways you feel the week has been helpful, the ways you feel the week might have been more beneficial, the people you have visited, consulted, heard speak. In a word, each weekly report should be a general summary of what you have done, whom you have seen, what you have observed, and what ideas or insights you have gained.

In this first weekly report we should like to have you do two things: first, tell the main things you have observed in Lexington, and at the University. We would be very interested in what things have impressed you, what things have seemed strange--the things that you have wondered about, the things that you felt were particularly different from comparable things in your country. Is Lexington or the U.S. as you now see it what you thought it would be?

Second, summarize briefly what you have gained from our discussions. Have there been any new ideas about community development? Have there been any methods used which strike you as different from what you have been used to? In what ways do you think the week might have been improved?

Now, a word about the form of these weekly reports. Since we here at the University wish to keep them for future reference we would like each report done as follows: Write your report on this sized paper (standard 8½ by 11) and in ink or on typewriter. If you wish to keep a copy, make two copies for we will keep the copy you turn in. Put your name and the inclusive dates of the report at the top of each page. Be selective in what you write. You can't write everything. Select the things most important or significant to you.

BOOK LIST

(Titles procured for Study group members)

<u>Author</u>	<u>Title of Book</u>
Abrahamsen and Scroggs	<u>Agriculture Cooperation</u>
Balderston, Lydia Ray	<u>Housekeeping Handbook, How To Do It</u>
Beckard, Richard	<u>How To Plan and Conduct Workshops</u>
Biddle, William	<u>Cultivation of Community Leaders</u>
Biester, H.E. and Schwarte, L.A.	<u>Diseases of Poultry</u>
Brubacker	<u>Philosophies of Education</u>
Buell, Bradley and Association	<u>Community Planning for Human Services</u>
Casselman, Paul Hubert	<u>The Cooperative Movement and Some of Its Problems</u>
Chaney, Margaret S.	<u>Nutrition</u>
Cole, Luella	<u>Psychology of Adolescence</u>
Crouse, E.F. and Everett, C.H.	<u>Rural Appraisals</u>
Denney, Grace G.	<u>Fabrics</u>
Eckles, Clarence H.	<u>Dairy Cattle and Milk Production</u>
Erwin, M. D.	<u>Practical Dress Designing</u>
Fairchild, Harry P.	<u>Dictionary of Sociology</u>
Gee, Wilson	<u>The Social Economics of Agriculture</u>
Goldston, Iago	<u>Social Medicine</u>
Gourley and Howlett	<u>Modern Fruit Production</u>
Haas, K.B. and Packer	<u>Preparation and Use of Audio-Visual Aids</u>
Hartley, Eugene and Ruth	<u>Fundamentals of Social Psychology</u>
Hatcher, Hazel H.	<u>Adventuring in Home Living</u>
Hepple, Lawrence M.	<u>Group Organization and Leadership in Rural Life</u>
Hicks, Hanne	<u>Administrative Leadership in the Elementary School</u>
Homans, George C.	<u>The Human Group</u>
Hughes, R. O.	<u>Building Citizenship</u>
Hurlock, E. B.	<u>Child Growth and Development</u>
Johnson, Glen L. and Bradford, Lawrence A.	<u>Farm Management Analysis</u>
Kency, Lincoln and Hearne	<u>Cooperative Extension Work</u>
Kilpatrick, William Herd	<u>Philosophy of Education</u>

Kinsey, A.C. et al.

- Sexual Behavior in the Human Female
Sexual Behavior in the Human Male
- Mirror for Man
How to Develop Better Leaders
Personal Adjustment, Marriage and Family Living
Teach the World to Read
How to Talk With People
Effective Leadership in Human Relations
Rural Sociology
Adult Education and Group Work
- Nature and Properties of Soils
Food for Better Living
The American Story
All About the Perennial Garden
These Things We tried
The First 125 Years
Statistical Methods
A Handbook of Teaching Vocational Agriculture
Youth Comes of Age
Democracy is You
Practice of Medicine
The 4-H Story
The Sociology of Play, Recreation, and Leisure Time
Veterinary Obstetrics and Genital Diseases
- Sociology, An Introduction
Approaches to Community Development
Sew Smartly
Making Good Communities Better
Creative Group Education
- Adult Education: The Community Approach
Preventive Medicine and Public Health
Soil Conservation
Management for Better Living
A Tailoring Manual
Rural Life in the U.S.
Vegetable Crops
Measurement and Evaluation in Psychology and Education
Techniques of Guidance
- How to Work With Groups
Basic Principles of Curriculum and Instruction
Practice of Veterinary Medicine
Decision Through Discussion: A Manual for Discussion Leaders
The Administration of Public Education
A More Effective F F A
Studying Your Community
American Society
Improving Human Relations in School Administration.
Animal Diseases, 1956 Yearbook of Agriculture, USDA.
Farmers in a Changing World, 1940 Yearbook of Agriculture USDA.
Girl Scout Leaders Guide.
Handbook for Recreation Leaders, USDA.
Keeping Livestock Healthy, USDA Yearbook of Agriculture 1942.
Pattern Book, simplicity.
Plant Diseases, USDA Yearbook 1953.
Singer Sewing Book.
Social Progress Through Community Development.
- Kluckhohn Clyde
Knowles, Malcolm and Hulda
Landis, Judson and Mary
Lauback, Frank C.
Lee, Irving J.
Lindgran, Henry C.
Loomis, C. P. and Beegle, J. A.
Lowry, Louis
Lyttleton, T. and Bilkman, Harry O.
McDermott, Irene
Miers, Earl Schenk, ed.
Montague, Free
Ogden Jean and Jess
Parker, Florence E.
Pearson and Bennett
Phipps, Lloyd
Pierce, Wellington G.
Postin, R.
Price, F. W.
Reck, Franklin M.
Robbins, Florence G.
- Roberts, S. J.
Roucek, Joseph S. and Warren, Roland L.
Roupp, Phillip, ed.
Ryan, Mildred Graves
Sanders, Irwin T.
Slavson, S. R.
Sheats, P., Spence, R., and Jayne, C.
Smillie, Wilson T.
Stallings, J. N.
Starr, Mary Catherine
Strickland,
Taylor, Carl C.
Thompson, H. C.
Thorndike, R. L.
- Traxler, Arthur E.
Trencher, Audrey R. and Harleigh B.
Tyler, Ralph
Udall, D. H.
Utterback, William
- Wahlquist, John T.
Wall, F.S.
Warren, Roland
Williams, Robin
Yauch, Wilbur A.

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SCHEDULE FOR PAKISTAN TEAM
 Field Visits for Study of Vocational Agriculture
 and Home Economics Teaching. March 4-15, 1957

Team Members	Dates	County	School	Superintendent	Principal	Teacher and Address
Mr. Sachal S. Bukhari Mr. Mohammad A. Awal Supervisor, C.O. Neel Versailles, Tel. 191	March 4-8	Bourbon	Bourbon County High	R. L. Goodpaster	Joe Sabel	Glen Massengale, Paris
	March 11-15	Scott	Scott High	M. L. Archer	Tony Raiser	Conrad Haynes, Georgetown Sam Koon, Georgetown
Mr. Muhammad Hanif Supervisors: C. O. Neel, 1st week Jas. Ramsey, 2nd wk.	March 4-8	Bath	Owingsville	Glenmöre Hogge	Edsel Karrick	Paul Preston, and Charles Taylor, Owingsville.
	11-15	Lincoln	Crab Orchard	Joda Milbern	Chas Bryant	Vernie Vaught, Crab Orch.
Mr. Hassan M. Sapra Capt. Muhammad Ayyub Supervisor. Jas. Ramsey Somerset, Tel. 769R	March 4-8	Rock Castle	Brodhead	Mrs. Neurel Miracle	D.A. Robbins	Robert Thompson, Brodhead Odus Woolum
	March 11-15	Pulaski	Pulaski High	Chas. J. Hall	Edw. B. Webb	D. L. Estes, Somerset Bernard Burton, "
Mr. Idris A.A. Sherwani Mr. Rashid Ahmad Supervisor; Ernest Threlkeld, Simpsonville, Tel. 8713	March 4-8	Taylor	Taylor High	W. B. Olson	J.G. McAnelly	Walter Cooper, Campbellsville. Floyd Hensely, Campbellsville
	11-15	Nelson	Old Ky. Home Hi	Jas. B. Graham	Holland Harvey	Roy Amic, Bardstown Carol Thomas, "
Mr. Muhammad A. Ali Mr. Nizamur R. Majumdar Supervisor. Wm Bingham Paris, Tel. 1742 J	March 4-8	Pendleton	Butler	A.B. Arnold	P. E. Napier	Reedus, Back, Butler Robt. Barnes, Butler
	11-15	Harrison	Harrison Hi	W. L. Case	J. H. Anderson	Curtis Sanders, Cynthiana Kelly Earle, Jr. " Calvin Martin, Jr. "
Mr. Abul K.M. Faiz Mr. Shahbaz Khan Supervisor D.E. Bayless, Morehead-263R	March 4-8	Johnson	Oil Springs	Verne P. Horne	Willis Conley	W.A. Stapleton, Oil Springs
	March 11-15	Greenup	McKell	Roscoe Stephens	Jesse Stuart	Chandos Calhoun S. Shore
Mrs. Jobeda Khanam Miss Zubeda Shams Supervisors: Jane Melton, Frankfort tel. CA 7-2231 ex.327 Maurine Collings May's Lick. tel. South 32930	March 4-6	Hardin	Lynnvale	G.C. Burkhead	Paul F. Davis	Mrs. Bishop Fentress, White Mills
	6-8	LaRue	Hodgenville	Ova Haney	Everett Sanders	Martha J. Holt, Hodgenville
	March 11-12	Mason	Maysville	Earle D. Jones	Orville Hayes	Mrs. Nell Marshall Maysville. Miss Lillian Lea
	13-15	Bracken	Bracken County	W.L. Knuckles	Jarvis Parsley	and Esther Kolb, Brooks-ville

KENTUCKY COMMUNITY SERIES

The Bureau of Community Service is carrying out a threefold program. Its main objective is to render service to the many Kentucky communities that are coming to grips with local problems. As this service is extended, the Bureau is also gathering significant research data which it is using to train people, both professional and nonprofessional, for community service jobs.

Below is a partial list of the publications of the Bureau, THE KENTUCKY COMMUNITY SERIES. Most of these are available at 25¢ per copy. If you would like a complete list of publications in this series, we shall be glad to send one to you.

- Number 1: Shepherdsville: Honor Community, described in First Biennial Report, Bureau of Community Service, December, 1950, 31 pages (multilithed).
- Number 2: Somerset: A Social Analysis, March, 1951, 18 pages (mimeographed).
- Number 3: Communities in Time of Crisis: An Army Camp Reopens in Morganfield, Kentucky, April, 1951, 17 pages (multilithed).
- Number 4: A Social Profile of Providence, Kentucky, April, 1951, 23 pages (multilithed).
- Number 6: Shelbyville: A Community Social Profile, February, 1952, 13 pages (multilithed).
- Number 7: Preparing a Community Profile: The Methodology of a Social Reconnaissance, May, 1952, 17 pages (multilithed).
- Number 8: A Social Profile of Metcalfe County, Kentucky, May, 1952, iv-11 pages (multilithed).
- Number 10: Paducah: An Embryonic Metropolis, July, 1952, 48 pages (multilithed).
- Number 12: Frankfort: A Community Social Profile, February, 1953, 25 pages (multilithed).
- Number 13: As the People See It, Harrodsburg and Mercer County, Kentucky, August, 1953, 40 pages (multilithed).
- Number 15: Recreation for Your Home Town, March, 1954, 26 pages (mimeographed).
- Number 16: Through Their Leaders Eyes: Community Profile, Clinton and Hickman County, Kentucky, June, 1954, 45 pages (mimeographed).
- Number 17: Rating Your Community: Proceedings of the Fifth Annual Community School-for-a-Day, March, 1957, 24 pages (multilithed).
- Number 18: Where Bluegrass and Mountains Meet: A Community Profile of Mt. Sterling and Montgomery County, Kentucky, September, 1957, 58 pages (mimeographed).
- Number 19: Community Development Training at Kentucky: The 1957 Program of Study and Observation for (Pakistan) Village AID Workers, February, 1958, 150 pages (multilithed).