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Accomplishments

1. Education and development of analytical abilities of participants, resulting in more enlightened leadership and a continuing interest in policy.
2. Development of greater understanding among farm people and professional workers about problems faced by each group and methods of analysis employed in dealing with economic problems or policy. More specific interest on the part of county agents and other extension workers, leading to greater cooperation in the scheduling and conducting of policy meetings in the county and community.

Comment: Success of the policy conference is not measured in terms of direct action in program development. This has been recognized by participants and it is usually mentioned during the course of the program. The conference is evaluated as a method of education in the field of public policy.

POLICY WORK WITH WOMEN'S GROUPS IN KANSAS

By C. R. Jaccard

Teaching public policy in organized home demonstration units presents a different problem from conducting discussion groups.

In the first place, the people in the group feel a responsibility to the unit they represent. They want to do a good job when they go back to their unit so they expect you to do a good job with your presentation. They consider themselves teachers and want to consider the specialist as a capable authority.

In the second place, the home economic specialists in the state have a system of presenting their "lessons" as they are called. The women are used to this system. It is easier for the public policy discussion leader to adapt his presentation to a system with which they are familiar than to expect the thirty to fifty unit leaders to adapt themselves to a new and different method of presentation.

Third, they are usually afraid of public issues. They think they are not well enough informed to understand them. But

they are eager. In many instances they have hesitatingly accepted this responsibility, and if the discussion leader can make the task look easy at the start, he has overcome his worst handicap. This can be done by clearly defining the issue at the start. But in defining, care must be taken not to bias their thinking. Since they consider you an authority, any positive statements are liable to be accepted as unquestioned facts.

The system used in presenting home economic "lessons" is as follows:

FORM 1 — THE LESSON

This should contain the definition of the issue, plenty of background data, the pros and cons of the subject, similar to that used in introducing the topic to any group. This should contain reference material for further reading. Most of them will use it.

This is the mimeographed material which is the basis for the leader's introduction of the subject in her unit. She is usually instructed not to read it to the unit, but to be able to present it from notes or a less formal method. The specialist will have thirty to forty minutes to present the "lesson." He need not confine himself strictly to the manuscript but should not stray from the theme of the content. The leader's presentation is followed by group discussion periods and general discussion by all the groups.

Since the time the leader has to present the lesson in her unit is always limited, the important points must be clearly indicated. You may have two hours and she may give it to her unit in thirty minutes.

FORM 2 — WHAT THE LEADER SHOULD GET FROM THE LESSON

This may be less than one page. It should contain your objective in presenting this particular issue. It must be more concrete than just "to get people to consider public issues." A lesson might have such objectives as these: To preserve the two-party system; to dignify the politician; and to glorify the August primary.

If it is a controversial issue, the leader should get in Form 2 the alternative solutions and consequences of each.

FORM 3 — PRESENTING THE LESSON

This section contains suggestions such as what props to use, if any. For public policy it should contain instructions on discussion groups and questions for the groups. It is better for the policy leader not to use very many visual aids that the leaders cannot reproduce.

All of these forms must be mimeographed and supplied to each leader. Check sheets or discussion questions for unit members usually are prepared in the office of the home demonstration agent.

Teaching public policy to unit leaders requires more advance preparation on the part of the specialist. It is challenging but quite gratifying because the women are most responsive. There will be more action on public issues when the women get to work on them.

LIBERTY IS MORE THAN A WORD

A Public Policy Discussion on "Our Government" Prepared
for Home Economic Unit Lessons in Kansas—1952

WEALTH OF DEMOCRACY

The Wealth of Democracy lies in its people, not in its government or its goods. The product of democracy is self-acting men and women. The well being in progress of society requires that every citizen of whatever age, may have the opportunity to discover himself and to make use of himself largely in his own way. Any theory of the state as the end of society or as the motive of government leads away from democracy as darkness leads away from the light.

It may be said that the state can bequeath privileges to its people and can develop the highest form of prosperity. Very good. Yet its very perfection is its condemnation; its strength is its weakness; and it will explode of its own pressure. The citizen must be able to think for himself in other than terms of the state.

—*Liberty Hyde Bailey*

The *right* of free assembly, to speak or be silent individually or as groups is a fundamental democratic process. The *ability* to speak and *act* intelligently is dependent on sound information. And you do not have to be a preacher, a school teacher, or an economist to be informed.

Some folks seem to think that just because this country has offered its citizens, and even aliens, free opportunities for 150 years, it is going to continue to do so with nobody doing anything about it.

Little by little since the founding of our republic we have exchanged liberty for protection. We consider all these measures good because they have usually restricted the liberties of a few for the protection of the many. Consumers *want* city milk ordinances for the protection of public health. Milk ordinances restrict the liberties of dairymen. If the farmer wants a guaranteed price for wheat he must give up the liberty of maximum utilization of his resources in the business of his own choosing—the very thing which was supposed to have made America great. We must realize that to preserve our freedom we must pay the price of personal responsibility. We must realize that to make democracy work we must work at it. It is true that at the end of the road called restriction of popular rights is serfdom. It is also true that expansion of popular rights was the foundation of our government.

We can safely expect our government to provide for us the *right* to work; the *right* to fair play; the *right* to adequate food, clothing, shelter, and medical care; the *right* to security against old age and unemployment; the *right* to live in a system of free enterprise; the *right* to speak or be silent; the *right* to equality before the law with equal access to justice in fact; the *right* to education; the *right* to enjoy life and take part in an advancing civilization. But when we ask the government to supply these wants, to *give* them to us, we will pay for that request with our freedom and the abandonment of democracy.

Thirty years ago Woodrow Wilson, a President who was also a distinguished historian and a profound student of government, said: "The history of liberty is the history of the limitations of governmental power, not the increase of it. When we resist the concentration of power, we are resisting the process of death, because concentration of power is what always precedes the destruction of human liberties."

Since that time we have seen millions upon millions of people in other countries reduced to slavery by this process of concentration of power. Great nations are now ruled by terror.

We are among the relatively few remaining nations of free people. Yet we have gone far down the road of concentration of power in government. Would you say "it can't happen here"? It does not have to happen. The very fact that we are constantly asking the government to solve our social and economic problems has caused the growth of central government. If we ask for guarantees of certain benefits we must allow some degree of control in order to make the benefits effective.

If we are to attempt to stop the trend, the beginning must be made with the individual citizen. We must take more interest in government. We must meet the obligations of citizenship if we are to retain the liberties of a free country.

VOTING

Now let us consider a few facts relating to only one citizenship function.

A few weeks ago the Kansas Council of Women resolved to try to do something about voting this year. They were told that in the last presidential election in Kansas 51 percent of the eligible voters were registered and 41 percent of those registered voted. That means, then, that 79 percent of the eligible voters in Kansas had neglected one of the most sacred privileges of free people.

How can you influence the nomination of presidential candidates in Kansas? The candidates favored for nomination for president by the state of Kansas will be determined at the national convention of the political parties. But we do not vote for the people who presume to represent us in these national political conventions. These delegates are chosen by politicians. If we did not have political parties our republican form of government would operate with difficulty. Politicians are public spirited citizens. They are interested in government. They try to represent the interests of their neighbors, and on the whole they usually do.

The selection of delegates to the national party conventions starts with the precinct committeeman. Precinct committeemen and precinct committeewomen are elected in August primary elections each even year. Precinct committeemen in county

caucus select delegates to district conventions. District conventions started in February. The Republican party has this year authorized county committees to name the county delegates to the district conventions. District conventions elect two district delegates to the national convention. And the state delegates in party conventions generally vote for the candidates as they are instructed by these local conventions. Do you have anything to say about it? Yes you do. You know your precinct committeemen. They are supposed to know the sentiment in their precinct. Obviously they may not have time to interview every member of the party in their precinct. They may not even know that you belong to their party. Precinct committeemen and women are busy citizens just like the rest of us. They do more for the country in this respect than we do because they give their time and spend their money to keep the party going and present strong candidates. If we tell them what we think of the various candidates for our party nominations they will be more likely to express the correct sentiment of their precinct.

We also have local government. We have state government. We elect our senators and representatives in Congress. So another responsibility of citizenship is to know the candidates and know what policies of government they endorse or oppose. And at election time we not only need to vote but should be part of the community organization to get others to the polls. When less than 25 percent of the voting population vote in a national election, it does not speak well for the state with the highest percent of college graduates. Over 60 percent of the voters in India voted this year in their first free national election. Are they smarter than we? Ralph Waldo Emerson said, "For what avail the plow or sail, or land or life, if Freedom fail."

YOUR GOVERNMENT

For the purpose of electing representatives in Congress, Kansas has six congressional districts. In addition to the six representatives we have two senators.

STATE LEGISLATURE. The Kansas constitution provides that the number of representatives cannot exceed 125 and that the number of senators cannot exceed 40. A member of the legislature at the time of his election must be a qualified voter of, and a resident in, the county or district from which he is elected.

No member of Congress or officer of the United States is eligible to a seat in the legislature.

Term of office: One senator is elected from each senatorial district for a term of four years. All members of the senate are elected at the general elections of 1952, 1956, etc.

The constitution provides that each county shall have one representative, but since 125 are elected and there are 105 counties, the additional 20 representatives are distributed among the more populous counties. A number of western counties have less than 2,000 population, but so long as 200 legal votes are cast at the next presidential election, these counties will continue to have one representative.

The members of the House of Representatives are elected at the general election in November of each even year.

COUNTY GOVERNMENT. The only county officers specifically provided for by the constitution are three county commissioners, the county superintendent of public instruction, the clerk of the district court, and the probate judge.

Other elective officers are county clerk, county treasurer, county attorney, sheriff, register of deeds, and coroner. County assessors are elected in Wyandotte, Sedgwick, Shawnee, Leavenworth, and Bourbon counties.

Term of office: All elected county officers hold terms of two years, except the county commissioners, who are elected for four years.

VOTER'S QUALIFICATIONS. A voter in Kansas must be 21 years of age. He must have been a resident of the state six months next preceding any election. He must have been a resident of his township or ward 30 days next preceding any election. He must be registered.

PRESENTING THE LESSON

1. Discuss voting and party organization. Tell how party presidential nominations are made. (A precinct committeewoman might do this for you.)
2. Pass out the work sheet.

3. After work sheet has been filled out by each member, read them the correct answers.
4. After the discussion huddle have each group report their conclusions.

WORK SHEET

1. Circle the names of Kansas Senators now in Congress. Reed, Landon, Carlson, Connally, Johnson, Darby, Schoepel, Aiken.
2. Circle the names of Kansas members of the House of Representatives. Davis, Baker, Cole, George, Rankin, Rees, Smith, Hope, Bell, Scrivner, _____, _____.
3. Who is county commissioner from your district? _____
4. How many other elective county officers can you name:
 - Probate Judge _____
 - Clerk of District Court _____
 - County Supt. of Schools _____
 - Registrar of Deeds _____
 - County Attorney _____
 - County Clerk _____
 - County Treasurer _____
 - Sheriff _____
5. Who represents you in the Kansas legislature?
 - Representative _____
 - Senator _____
6. How many of you voted in the last general election?
7. How many of you voted in the last primary election?
8. What is the "Branding Iron Law"?
9. Discussion huddles question:
 - What can we do to get our citizens to vote or should we do anything?

FARMERS' FORUM AND FOLLOW-UP IN MISSOURI

By C. E. Klingner

Farmers' Forum

The Farmers' Forum is held annually at the Missouri College of Agriculture. The program is usually held in November and is a two-day event.