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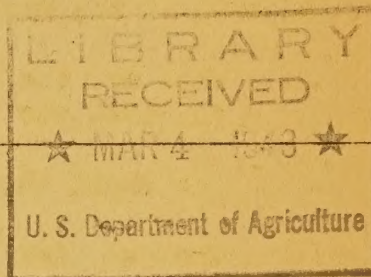
United States Department of Agriculture and State Agricultural Colleges
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AGRICULTURAL AND FARM FAMILY LIVING OUTLOOK CONFERENCE

REPORT OF THE FIVE WORKSHOP GROUPS

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Washington, D.C.
October 19 - 23, 1942



FOREWORD

1942 marked the ninth year that home economists have been participating in the Farm Family Living Outlook Conference held annually in Washington. The outlook is a joint undertaking of the Bureau of Agricultural Economics, Bureau of Home Economics, and the Extension Service.

The workshop reports attached embody a sound teaching technique that facilitates exchange of ideas among extension workers. I commend for careful study the findings of the workshop groups to any State extension worker who is looking for guidance in what home economists consider pertinent 1943 problems confronting farm families and possible solutions for these problems.

M. L. Wilson

Director of Extension

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Conduct of the workshops was under the leadership of Mary Rokahr, Extension Economist, Home Management, Division of Subject Matter, and Gladys Gallup, Senior Home Economist, Division of Field Studies and Training.

DISTRIBUTION - A copy of this material has been sent to each extension director; State home demonstration leader; State home-management specialist; and agricultural-college library.

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AGRICULTURAL AND FARM FAMILY LIVING OUTLOOK CONFERENCE

REPORT OF THE FIVE WORKSHOP GROUPS

Washington, D. C.
October 19 to 23, 1942

HIGH LIGHTS

Purpose of the Workshops

The five workshops which met during the Agricultural and Farm Family Living Outlook conference provided opportunity for the delegates attending the conference to discuss important family economic problems, and to present a summary of their conclusions at the final farm-family-living session.

In each workshop, in addition to the extension home economists from the States, were two or three Federal Extension Service representatives and a Bureau of Home Economics staff member, who served as technical adviser to the workshop group.

The Federal Extension Service representatives and the Bureau staff members for each workshop met previous to the conference and had assembled materials and worked out tentative discussion outlines.

What Are The "Musts" in The Family Economic Program for 1943 Now That The Farm Family has More Money?

Members of the workshop group stated that the "musts" in the home-management program would be affected by such national situations as the need to produce food for civilians, armed forces, and allies; lack of manpower; higher incomes and a growing scarcity of some family-living items; salvaging scrap metals and grease for war purposes; limited manufacture of household equipment; and mental adjustments people had to make to war situations.

The "musts" in 1943 State programs, the group stated, include emphasis on family financial-management plans; building family morale; co-operation with wartime salvaging and rationing programs; conservation of health, property, and time; and efficiency in methods of doing housework.

Since farm families are expected to have an increase in income of about 40 percent in 1942 over what they had in 1941, the home-management specialists considered the need for helping families with simple account forms for guidance in making family financial plans and for tax reporting, and with procedures for working out yearly depreciation costs. War bonds were discussed not only as a patriotic "must" for the farm family but also as a savings account that would provide in the post-war period a means of replacing wornout

durable goods, improved housing, clothing, and automobiles. Other specific recommendations included expanding farm and home management activities on outlook, payment of debts and taxes, family councils, and aid to young people on the wise use of money.

What Can Farm Homemakers Do About the Changing Labor Situation?

In considering how the home-management specialists and home demonstration agents can help farm women to assume their responsibilities in the farm-labor situation, three major approaches were made:

The need for figures obtained by actual count rather than by casual observations, concerning the probable participation of over 2,000,000 women and children in the farm labor force was discussed. It was agreed that before an extension program, either at State or county level, could be planned, it would be necessary to have for each county estimates of the number of women and children who plan to do farm work in 1943, together with certain social data concerning the individual and type of farm work to be done.

What help home-management specialists and home demonstration agents can give homemakers to make the best use of community programs: labor pools, sharing of equipment, cooperatives, and labor of children and young people.

The adjustments that extension workers can suggest to farm homemakers to make more time available for farm work. Definite suggestions are given on planning ahead for an adequate food supply, meal preparation, food preservation, extension of the work-clothing program, neighborhood pooling or purchasing for the home, neighborhood cooperation in care of small children, community workshops for repair of farm and home equipment.

Literature on Family Financial Planning; How Can It Be Made More Useful?

The workshop on "Literature on Family Financial Planning in Wartime" considered both Federal and State materials from the viewpoint of how well they meet the needs of their different audiences. The Bureau of Home Economics publication, "Rural Family Living, The Situation", early 1942, and releases on "Families Spending and Saving in Wartime", August 11, 1942, were commended as types of circulars that are helpful to home-management specialists. Several constructive suggestions were offered to make these publications more generally useful.

In discussing State literature prepared for use of rural families, the workshop developed a suggested score sheet for judging extension literature. Under four main headings - "The Plan", "The Rough Draft", "Production", and "Afterthoughts" - they covered the process of writing an extension leaflet from its inception as part of a program to its final test, the number of copies reprinted. See score sheet page 18.

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The workshop analyzed State leaflets in regard to their use of words in relation to the educational leaflet of each State, based on the 1940 Census. In this analysis they used the "Basic English Vocabulary" and the Thorndike 1,000-word list.

The Use of Neighborhood Leaders in The Family Economic Program

Members of the workshop committee on use of neighborhood leaders suggested that careful consideration be given to the neighborhood-leader jobs to be assigned. The group set up criteria to determine whether a job should be done through the neighborhood-leader system.

The group listed some of the problems in the related field of family economics which needed to be given consideration through the neighborhood-leader system such as: (1) Share the meat program, (2) how to use any increased income (anti-inflation reemphasized with a new approach), (3) family transportation problems.

The group suggested that in the field of family economics neighborhood leaders need information to answer questions such as: (1) Information priorities, (2) information on new materials, (3) price ceilings, (4) care and repair of equipment, (5) buymanship in wartime.

How to Go About Making a Family Economic Survey Choosing a Sample; Reporting Results.

It was the opinion of the workshop committee on surveys that they are necessary in these times but that they should be particularly well planned and held to the essential surveys only.

The group discussed two kinds of surveys - surveys to obtain numerical information and surveys to obtain descriptive information based upon observation. Both are useful depending on the purpose.

Seven steps in making a survey were discussed and illustrated with an exploratory survey in preparation for a neighborhood-leader training program on Share the Meat.

WHAT ARE THE "MUSTS" IN THE FAMILY ECONOMIC PROGRAM FOR 1943

NOW THAT THE FARM FAMILY HAS MORE MONEY?

Chairman: Esther Pond, Washington.

Secretary: Gladys Wasmuth, West Virginia.

Assistant to Chairman: Mary Rokahr, Federal Extension Service.

Bureau of Home Economics Staff Member, Technical Adviser:

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State Representatives:

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Helen Prout, Colorado

Ruth C. Freeman, Illinois

Ida Hagman, Kentucky

Esther Knowles, Maryland

Veda Strong, New Mexico

Louise Bryant, Texas.

Federal Extension Service:

Gertrude L. Warren

Karl Knaus

Farm Credit Administration:

Lucile Reynolds

| | |
|--|--|
| National situations | : Home-management programs need to be |
| | : correlated with other extension pro- |
| | : grams on |
| Need to feed civilians, armed forces, and allies (Food for Freedom program). | : Production and conservation of food. |
| | : : |
| Lack of manpower. | : Best use of family labor including |
| | : women and youth; safety and health of |
| | : workers; and efficient use of time, |
| | : energy, and equipment. |
| Higher incomes and a scarcity of some family-living items. | : Helping farm families with spending and |
| | : saving in wartime to control inflation. |
| Need for critical metals, grease, etc. for war purposes. | : Campaign to collect salvage materials. |
| | : : |
| The cut in manufacturing of household equipment. | : Proper use, care, and repair of equip- |
| | : ment. |
| People are worried about situations caused by the war. | : Building morale to lessen worry, to keep |
| | : good family relations, and to help young |
| | : people maintain high standards of con- |
| | : duct. |

State Specialists Analyze "Musts"

The "musts" which will require the attention of State home-management specialists include helping farm families with -

1. Family financial management through -

- Financial planning for buying war bonds, paying debts, paying taxes, using credit, purchasing insurance.
- Record keeping to give the farm family the information they need for making tax reports and for making and evaluating their financial plans.
- Consumer buying in the light of the anti-inflation and scarcity and rationing programs.
- Guidance in home food production needs.

2. Family morale building and recreation at home because of restrictions on spending and on limited transportation, broken homes, fear of invasion, and added defense activities.
3. Wartime programs such as salvaging and rationing.
4. Conservation within the family group, including -
 - a. Conservation of time, energy, health.
 - b. Conservation of the family's material resources, such as furnishings, clothing, the house itself, and equipment.
 - c. Elimination of waste.
 - d. Care of the sick, accident prevention, and fire prevention.
5. Increased efficiency through improved planning of work and adoption of methods of work that will allow time for the new duties in defense industries, farm chores, and field work which are being assumed by homemakers and girls.
6. Home-management programs for 4-H and older girls to better equip them to take more responsibility in the management of the home.

Farm Family Spending and Saving in War Time

Since most of the State specialists were familiar with the care, repair, and use of equipment programs and another workshop group was reporting on labor problems, this group decided to analyze more carefully the home-management "must" on spending and saving in wartime.

1. Situation:

- a. Farm families are expected to have an increase in net cash income of about 40 percent in 1942 over what they had in 1941. However, it is estimated that 1 -
 - (1) Nearly one-half of the farm families in the United States will receive less than \$1,000 net cash income in 1942.
 - (2) A quarter of the farm families in the United States will be in the \$1,000 to \$2,000 net cash-income class.
- b. The cost of living must be kept under control by consumers through cooperation with the price-ceiling program.
- c. Civilian demand for commodities will be greater than civilian supplies. This results in scarcities, priorities, ceiling prices, and rationing.
- d. Increased Federal income taxes.

1 See more detailed statement (P. 8) by Sadye Adelson.

- e. The public is being urged to purchase war bonds to help finance the war and to create a family savings account which will be important in purchasing and repairing housing and other buildings, household equipment, farm equipment, and automobiles in the post-war stabilization.
 - f. The Administration's seven-point program to control inflation.
2. Objectives of farm family spending and saving in wartime.
- a. To help farm families understand inflation control and the part they should have in it.
 - b. To help farm families develop more efficient farm and home units for maximum production.
 - c. To help farm families plan their spending so as to get the best possible living under war conditions; for example, to evaluate the need for health care for the family while doctors are available for civilians.
 - d. To help farm families to reduce excessive debts to a safe basis.
 - e. To help farm families to invest as large a portion as possible of their net income in war bonds. Some of these bonds will build reserves with which to make improvements on the house and other buildings, replace farm machinery and household furniture and equipment when the war is over.
 - f. To help farm families to analyze their insurance program and determine what is needed for protection: to avoid commitments of insurance and other investments that will require excessively large fixed payments over a long period.
 - g. To help families plan ahead for income and other taxes.
 - h. To aid farm families in developing family cooperation.
3. What the home-management specialist can do:
- a. Prepare simple material for publicity, radio, charts, and literature for all groups in the State. Farm families need -
 - (1) 1943 outlook material.
 - (2) To understand why careful financial planning is now important.
 - (3) Forms to use in financial planning.
 - (4) Inventory forms to use in determining annual depreciation.
 - (5) A simplified account form to give information for income-tax reporting and as a basis for financial planning.

b. It was recommended that -

- (1) The Federal farm and home management staff, with the assistance of a few State workers, prepare simplified forms for financial planning, also simple account forms to aid in keeping income-tax records. The forms should be ready by November 15.
- (2) The Federal staff provide State offices with information on tax exemption and reductions by November 15.
- (3) The Farm Credit Administration prepare a folder in a simple and popular form giving information on payment of debts.
- (4) Since many young people away from home are earning high cash wages for the first time and parents want to give them guidance in the wise use of money, the Federal office prepare material that parents can use in their letters to children. Question and answer material on this same subject is also needed.

c. Home-management specialists together with farm management specialists hold farm and home financial-planning meetings and outlook meetings before January 1, 1943. These meetings should help families to improve their family financial situation by -

- (1) Encouraging them to pay debts, buy war bonds, and pay taxes.
- (2) Encouraging them to hold family councils.

d. Home-management specialists can work with other agencies through conferences and the joint preparation of subject matter in order to coordinate the financial planning program for farm families.

e. Help young people who are earning more money to plan wisely for the spending and saving of the same.

HOW SHALL THE FARM FAMILY USE ITS FUNDS IN 1942-43?

Sadye F. Adelson, Associate Food Economist
Family Economics Division, Bureau of Home Economics

Early findings from the survey of family spending and saving in wartime during 1941 and the first quarter of 1942 give some indication of how farm families, pretty much left to their own inclinations, would like to use their funds.

The year ahead, however, is going to contain higher incomes for many families along with civilian demand for commodities greater than civilian supplies and the resulting scarcities must be met by priorities, ceiling prices, and rationing of important items in everyday family use.

More and more manufactured products will disappear from consumer markets as existing supplies are used up. Civilians will have to depend increasingly on food produced nearby. New unfamiliar materials, even unusual foods, will appear on the market to substitute for some scarce ones. As the number of purchases possible become fewer, debts will be paid off and a larger share of the income will go to savings and investments. Savings will be further enlarged by Government prompting and a genuine desire to buy war bonds and stamps and so help the war effort. When peace returns, these savings will be available for the construction and repair of houses, barns, and other outbuildings, for purchase of farm machinery, household furniture and equipment, automobiles, and other durable goods. This will help to maintain industrial employment when military production lessens, and, in turn, provide city markets for farm produce.

Net money incomes of farm families averaged 46 percent higher in 1941 than in 1935-36; a further increase of 40 percent is expected in 1942. The median net cash income for 1942 is estimated at \$1,055. Some, but not all of the extra cash will be absorbed by higher prices. The cost of things farmers buy will be more than 17 percent greater in 1942 than 1941, but with ceiling prices in effect, prices will be pretty much stabilized at this level. The question is not alone how should farm families use their extra cash income, it also needs to include consideration of the spending and saving of the money that would have gone for scarce nonexistent articles and for luxury items. Should debts be paid off first? How much should go into war bonds and stamps? Do they take the place of savings accounts? Is this the time to acquire more land? Is it good business to try to pay mortgages a year or so ahead, in anticipation of years when meeting them may be impossible; to pay up life insurance in advance for the same reason? Is it wise for farm families to increase their insurance?

Consideration of debt payments and investments will be "firsts" for some farm families. But "firsts" will vary from family to family and from group to group. For some others "firsts" will be expenditures for health, education, and community activities. How about getting the long-delayed dental and medical care of the family now, before the number of dentists and doctors for civilians become fewer? Should children be educated longer? Should adults satisfy their desire for higher education, for books and magazines? Is this the time to increase

contributions to community activities, to develop new or improve existing community projects such as a group health or hospital association, a hot-school-lunch program, a cooperative buying association, or an exchange for little-used medical or other supplies?

Nearly half of the farm families in the United States will receive less than \$1,000 net cash income in 1942. Expenditures for family living probably will absorb all the income of most of these families, and they will be more likely to have a deficit than a surplus to invest. How can we help these families to get the best living possible out of their incomes? Many of them previously had even lower incomes. Will they help the war effort more by buying bonds and stamps first or by caring for health and unpaid debts first? With little cash, the diets of these families are likely to be only fair or even poor. Aren't these families, therefore, the ones that should be encouraged most to have home gardens and poultry flocks? Should the reactions to Government urgings not to replinish clothing and house furnishings now, be the same for families with adequate stocks on hand and for families with depleted ones?

A quarter of the farm families in the United States will be in the \$1,000 to \$2,000 net cash-income class. They can be expected to spend, on the average, \$1,010 for family living, \$70 for gifts, contributions, and taxes, \$80 for war bonds, and \$340 for other savings and investments.

Average food consumption in 1942 was an improvement over that found in 1935-36. With increase in the use of protective foods - milk, eggs, vegetables, and fruit - average values were better in the later period for calcium, ascorbic acid, thiamine, and riboflavin. The average daily per capita quantities of all nutrients except niacin met the average recommended daily allowance of the Committee on Foods and Nutrition of the National Research Council. What does that imply? What can be done to improve the content of the farm-family diets that do not meet this yardstick? Home-produced food provided farm family diets in the spring of 1942 with three-fourths or more of riboflavin, vitamin A, and calcium, about three-fifths of thiamine, ascorbic acid, and protein, and just about half or more of the other nutrients. Do scarcities and rationing need to affect the farm family diet adversely? Might not an educational program stressing greater home production and indicating alternatives for scarce and rationed foods result even in improved diets?

We already have rationing at the consumer level. Sugar control was accepted with little complaint. Gasoline control went into effect less quietly. This winter we will have rationing of fuel oil in 17 Atlantic coast States and 13 Midwestern States and, in 1943, of meat in all areas. Prior to rationing all are being asked to participate in a share-the-meat campaign, a form of voluntary rationing. Each one of us can assist in this campaign. Bulletins are available for guidance. Farm people are confused on the rationing of products that they themselves produce. Conflicting rumors are adding to this confusion. How can the proper attitude toward this appeal be developed among farm families; toward other restrictions there are or will be in family living?

The General Maximum Price Regulation of OPA froze retail prices of most of the commodities and many of the services purchased by American families at the highest level that prevailed in March 1942. This month price ceilings were lifted

on some commodities to eliminate squeezes between retail and wholesale prices and the prices those distributors pay producers. The cooperation of consumers is needed to make "General Max" work. What is the responsibility of the farm family in the price-ceiling program?

After the first of the year we may expect further heavy cuts in the output of civilian goods to save materials, labor, and plant facilities for war. As equipment and furnishings grow scarcer what should be the consumer's attitude toward purchasing? When should or should not the consumer buy the last refrigerator, vacuum cleaner, or crib in town?

These are the kinds of questions confronting us in 1942 and 1943. Extension workers through spreading accurate information about Government programs and developing proper attitudes toward them will do much to help farm families get the happiest and best level of living possible out of their incomes under wartime conditions.

WHAT CAN FARM HOMEMAKERS DO ABOUT THE CHANGING LABOR SITUATION?

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Secretary: K. Lorette Nelson, South Dakota.

Assistant to Chairman:

Lydia Ann Lynde, Federal Extension Service.

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E. Joan Klebba.

State representatives:

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Mena Hogan, Arkansas.

Mary Louise Collings, Louisiana.

Pauline M. Reynolds, South Dakota.

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Miriam Birdseye.

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Charles E. Potter.

Erwin H. Shinn.

In considering how the home-management and home demonstration agents can help farm women to assume their responsibilities in the farm-labor situation, three major approaches were made:

1. The informational background concerning the possible work women will need to do, which indicates the area of planning needed to be done.
2. What help home-management specialists and home demonstration agents can give homemakers to make the best use of group programs: Labor pools, equipment, cooperatives and sharing, and the use of children and young people.
3. The adjustments that extension workers can suggest to farm homemakers to reduce time for farm work.

1. If a great increase in the number of women and children doing farm work is needed during the coming year, what general background data relating to the problem will enable home demonstration agents and home-management specialists to be of assistance?

- a. It is recommended that home demonstration agents include the following with the information they need to help in the problem:

- (1) Total number of homemakers in county, by age.
- (2) Total number of homemakers in county, by age, who anticipate doing farm work in 1943.
- (3) Total number of school children in county, by sex and age.
- (4) Total number of school children in county who anticipate doing farm work in 1943, by sex and age.

(5) Estimated number of hours homemaker will have for homemaking activities and number of hours in field, by seasons.

- b. It is recommended that home demonstration agents enlist the help of neighborhood and community leaders or other cooperative agencies in the community to obtain the information specified in recommendation "a" above.

(The suggestion was made that this information be obtained at the same time war-production goals were given to neighborhood leaders or in connection with some other wartime program.)

- c. It is recommended that the Extension Service seek help from the research division of the agricultural colleges as a source of help in formulating questionnaires used in obtaining such data.
 - d. It is recommended that home-management specialists and home demonstration agents should procure from available sources types of crop and activity and peaks of production for the area or county in which they are working as necessary background data to help with the farm-labor problem.
2. In considering the assistance home-management specialists and home demonstration agents give to group programs that may be needed to meet labor requirements, it is recommended that -
- a. Home-management specialists and home demonstration agents help parents to understand the growth demands of their children so that they will provide the necessary diets and rest periods for their protection while engaged in farm work.
 - b. The home-management specialist and home demonstration agent ask for help from available health and nutrition authorities in the area or county in which she is working with regard to technical information needed.
 - c. Home-management specialists and home demonstration agents, when helping in the shaping of policies regarding women doing farm work, keep women aware that in times of stress the homemaker's most important job is good food, comfort, rest, and general welfare for her family.
 - d. Since the work of school children will at times be needed on the farm, there should be careful planning between parents and school authorities to safeguard the children's education, and that though the home demonstration agent should not initiate the movement to adjust school terms to work needs, she should help parents to find solutions to the problem through constructive discussion and the transfer of their thinking to the Agricultural War Board, the Parent-Teacher Association, or other functioning organizations that can approach the proper authorities.

- e. Farm leaders and extension workers help urban young people coming onto farms understand the national importance of their work and how to make the adjustment from urban to rural living.
- f. Home-management specialists and home demonstration agents should help farm homemakers make the most efficient use of the help of urban youth by teaching these young people the value of all types of farm work, both indoor and out; by recognizing them as helpers, not servants; and by not being too critical of their inexperience in farm work.
- g. Home-management specialists direct a request to the National Institute of Health and other research groups to furnish information for the protection of growing children operating heavy farm machinery.
- h. It will help morale for farm families to understand that their work program on the farm is a part of the national war-work program; also that their family life is important in making their best contribution to the Nation. Therefore, home demonstration agents should encourage each farm family to plan together how its family life shall be carried on so as to release time for farm work. This involves the division of labor, the elimination of the less-necessary chores, the willingness of parents to teach children how to do many of the jobs and patiently permit practice, the development of proper attitudes toward work on the farm and in the home, the satisfaction of all sharing in that homemaking, and the provision for the care of younger children.
- i. Extension agents redirect emphasis in the 4-H Club program toward projects based on the work members are doing at home to help in the farm-labor situation, and provide some kind of recognition for the work; and that some 4-H Club project be developed on the contribution both boys and girls can make by learning the skills involved in homemaking tasks (laundry, cleaning, etc.).
- j. In every 4-H Club program and at every 4-H Club meeting there be included a skill demonstration (such as operating a washing machine), conducted by an extension agent or other skilled person.
- k. Home-management specialists and home demonstration agents encourage the fullest possible use of washing machines, pressure cookers, and other household equipment; that they investigate the possibilities of neighborhood-cooperative purchases of needed equipment and help to set up a plan for charges on the exchange or sharing use of equipment, labor, etc.
- l. County extension agents should investigate and assist in mobilizing all resources for group training in needed skills.

3. In considering adjustments in home-management plans, it is recommended that --
- a. Homemakers be helped with streamlining meal preparation: Planning ahead, fewer dishes at a meal; planning nutritional balance over a longer period, sharing by all the family in food preparation, exchange of labor with neighbors in meal preparation, planning a lunch preparation-center in the kitchen, improved arrangement of kitchen equipment and of kitchen lighting.
 - b. Rural families should plan ahead for an adequate food supply, homegrown insofar as possible, with emphasis on (1) sharing labor and commodities with neighbors, and (2) cooperative purchase or exchange of foods not raised.
 - c. Extension agents extend the work-clothing program to all families, and stress clothing designed especially for durability and safety in field work.
 - d. The clothing-construction program emphasize simple, quick construction plans and finishes, and simpler methods of mending and repair.
 - e. Extension agents encourage neighborhood pooling or purchasing for the home as well as for farm marketing.
 - f. Home extension agents help homemakers to streamline laundry work by eliminating unnecessary processes such as boiling, bluing, starching, and ironing; by deferring the washing of heavy household articles such as quilts until after peak seasons; by use of clothing that is easy to launder; and by more efficient arrangement of laundry equipment.
 - g. The State extension service ask the experiment stations to prepare a State map indicating water quality and how it can best be adapted for laundry use.
 - h. Extension agents encourage simple methods in food conservation, eliminating the preservation of foods that require more labor than they are nutritionally worth, and the pooling by families of both labor and equipment in food preservation.
 - i. Home extension agents encourage neighborhood cooperation in care of small children, e. g., that older women or women unable to go to the field take care of all young children in a reasonable area; that these women be trained in the care and handling of children by the parent-education specialist or some capable local person; that wherever possible, the school-ground equipment be made available to these children under the supervision of this neighborhood woman; and that provision be made for the proper recognition of the persons doing such supervision.

- j. Each family make an inventory of its equipment and condition of such equipment, and plan for needed repairs.
- k. Since all labor-saving equipment needs to be kept in good condition, extension agents encourage community workshops where home and farm equipment may be repaired and other needed equipment, toys, etc., can be made.
- l. That home demonstration agents help homemakers plan their time to enable them to take advantage of such courses on first aid and home nursing as may be available in the community.
- m. That home demonstration agents include in their activity instruction to farm families concerning the avoidance of accidents and strain when doing heavy work.

LITERATURE ON FAMILY FINANCIAL PLANNING IN WARTIME;

HOW CAN IT BE MADE MORE USEFUL

Chairman: Beatrice Billings, Massachusetts.

Secretary: Lillian Keller, Tennessee.

Assistant to Chairman: Florence Hall, Federal Extension Service.

Bureau of Home Economics Staff Member, Technical Adviser:

Mrs. Janet Edwards.

State Representatives:

Federal Extension Service:

Mary W. Armstrong, New Jersey

Don Bennett

Ruth Beard, Ohio

Ann F. Beggs, New Hampshire

Wilma Byers, West Virginia

Bonnie Goodman, Oklahoma.

How Can Federal Material on Family Financial Planning be More Useful to Home-Management Specialists?

The committee studied certain publications prepared by the Bureau of Home Economics. Everyone agreed that such material is most helpful and we appreciate all the effort involved. Such material is absolutely necessary in carrying on our work. The committee made a few suggestions which would make this literature more useful to home-management specialists and home demonstration agents.

First, in comparing the outlook releases for 1941 and 1942, the committee was unanimous in feeling that the 1942 publication was easier to use. We liked especially the set-up giving the situation and then the specific suggestions for adjustments that families will have to face in regard to: Food, clothing, personal care, medical care, automobiles, etc. We liked the popular style. It was suggested that fewer tabulations be included but that a few well-chosen, understandable charts be continued. The committee realizes that much of the outlook for 1943 will be the same as for 1942, but with conditions even more acute. We should not be concerned about this repetition, for it takes repetition to produce results. Then, too, we must recognize that we have a large turn-over of home demonstration agents and specialists. We agreed that popularly written leaflets on the outlook situation and adjustments be published by individual States to supplement the Federal material. This allows for adapting to local needs.

We discussed two recent news releases on the Family Spending and Saving in Wartime survey. These releases were: (1) Spending of Rural Families has Changed Since 1935-36, issued August 11, 1942; (2) The Nation-wide Survey Shows Civilian Consumption Cut, issued September 2, 1942. Most States reported that these releases have been used by Extension editors for news stories and for radio talks, but have been used little by home demonstration agents. Perhaps home-management specialists should adapt such releases and make them available to home demonstration agents for use in meetings as well as for local news stories and radio talks. The committee desires more of such releases from the Bureau of Home Economics and recommends that home-management specialists make better use of such material.

The bulletin on Family Spending and Saving as Related to Age of Wife and Age and Number of Children was considered. The group very frankly stated that the information in this publication had not been used because it was too technical,

printed in too fine type, and too long. We realize the need for this type of research and need more, but also feel that more space should be given to interpretation and conclusions devoted to "the meat" of the study.

We especially commend the instructions for use which accompanied The Rural Family Living Outlook for 1942 and Be a Victory Planner. We urge that this type of help be continued. These abstracts give specialists and agents a clear understanding of how the pamphlets may be used to advantage. We like the question and answer type, similar to the folder, Twenty Questions and Answers on Enriched Flour, as to form of publication.

Mrs. Edwards of the Bureau of Home Economics, and Mr. Bennett, Extension Service, suggested several ways of improving extension literature. We studied the Basic English Vocabulary and the Thorndyke 1,000-word list. These gave the type of words most generally understood. We analyzed two State leaflets on outlook in regard to the use of words and considered them in relation to the educational level for each State, based on the 1940 Census. Suggestions for improving literature as to readability, simplicity, and lay-out, were also discussed.

The committee recommended and believes there is a possibility that a new circular be prepared by the Federal Extension Service to include basic suggestions for improving extension literature, i.e., criteria, word lists, basic English, and Miss Gallup's talk on Simplified Literature for Use of Neighborhood Leaders.

Miss Hall presented the manuscript for the proposed circular, Serve on the Farm Home Front, being prepared by the National Committee on Management Problems of Families in Wartime. This committee is composed of home-economics representatives in the American Home Economics Association, Office of Price Administration, United States Office of Education, and United States Department of Agriculture. This circular is to serve as a companion piece to Be a Victory Planner. Workshop members reported on the use made in the several States of Be a Victory Planner. They were enthusiastic about the content and plan of the new publication and asked that a large distribution be planned for on the basis of home demonstration membership in each State. The group liked particularly the check sheet in this new circular and made a few minor suggestions for change which will be submitted to the national committee.

The committee recommends that illustrations be prepared for circular letters and pamphlets on meat rationing, money management, and time management. Such illustrations to be comparable to those prepared for the Food for Freedom Campaign, clothing, and fire prevention.

It was recommended that extension people use Victory as their authentic source of wartime regulation. This Government publication is printed weekly, and should be ordered through the Superintendent of Documents, Government Printing Office, Washington, D. C., at the nominal charge of 75 cents a year.

References: The System of Basic English, Charles K. Ogden. 320 pp., 1 illus.
New York. Harcourt Bruce and Co. 1934.

Teacher's word book of 20,000 words. Revised. Edward L. Thorndike.
182 pp. New York. Bureau of Publications, Teachers College, Columbia Univ. 1932.

Be a Victory Planner in Your Home. U. S. Dept. Agr., Bur. Home Econ.
1336-42 and Consumers' Counsel Div. folder, unnumbered. Washington, D. C.

The committee cannot stress too much the importance of the kind of extension literature we issue. Of course, everything we do today must contribute directly to the war effort. Our literature, both printed and mimeographed, must fit into a world scene where time is short. It must compete with commercial advertising literature for attention, and it should be so designed and executed that it is read, is understood, and tells just what the homemaker needs to know about a particular problem in order that she may act upon it. Thus, we feel that although accuracy is of first importance, the factors of attractiveness, appeal, readability, brevity, and directness are of almost equal value.

Suggested Score Sheet for Judging Extension Literature

In planning and preparing a piece of literature, check the following points: if you can answer "Yes" to at least one under each question, you are doing a good job.

| <u>The Plan</u> | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1. Are you writing this subject matter to - | | |
| Answer an expressed want or need? | _____ | _____ |
| Reveal new material or a fresh viewpoint? | _____ | _____ |
| Emphasize material or point of view? | _____ | _____ |
| 2. Do you have your readers' level of interest in mind - | | |
| Intellectual? | _____ | _____ |
| Economic? | _____ | _____ |
| Sociological? | _____ | _____ |
| 3. Does it forward the war effort - | | |
| Directly? | _____ | _____ |
| Indirectly? | _____ | _____ |
| 4. Are you selecting this form to - | | |
| Reach the most people in the time available? .. | _____ | _____ |
| Get the best results for money spent? | _____ | _____ |
| Supplement other and less-permanent media? | _____ | _____ |
| 5. Will it convince your readers - | | |
| What needs to be done? | _____ | _____ |
| How they can do it? | _____ | _____ |
| Where to get more help? | _____ | _____ |

The Rough Draft

| | | |
|---------------------------|-------|-------|
| 1. The title | | |
| Does it - | | |
| Get attention? | _____ | _____ |
| Stimulate interest? | _____ | _____ |
| Explain itself? | _____ | _____ |

The Rough Draft (Continued)

Yes

No

2. Language

Are the words -

Simple and Anglo-Saxon?
(check with word list)

Understandable, if technical

Are the statements -

Brief?

Positive?

Direct?

Are the paragraphs -

Brief?

3. Form of content

Does it get attention by using -

Case method?

Question and answer method?

Question and hidden answer method?

Question and reader answer method?

Check-list method?

Chart to check progress?

Combinations of these?

Pictures and illustrations?

Summary?

Production

1. Have you considered choice of paper in regard to -

Weight?

Texture?

Color?

Finish?

2. Is type most appropriate and readable from the standpoint of -

Size?

Kind?

Appropriate combinations?

Contrast of headings?

3. Does arrangement help attractiveness and readability by the use of -

Enough white space?

Short lines and paragraphs?

Boxes and printer's decorative marks?

4. Has color been used advantageously through -

One or more hues?

Halftones?

Tint blocks?

Afterthoughts

Yes

No

1. Use this set of questions for checking either new or previously prepared literature.

| | | |
|--|-------|-------|
| Is the language chosen with the reader in mind? | _____ | _____ |
| Is your statement of the problem and its solution framed in an interesting way? | _____ | _____ |
| Is it attractive? | _____ | _____ |
| Will people want to read it? | _____ | _____ |
| Does it fit into a program? | _____ | _____ |
| Does it emphasize the important points? | _____ | _____ |
| Does it provide just the right amount of repetition, but from a fresh viewpoint? | _____ | _____ |
| Have you done your best? | _____ | _____ |

2. Have your results been measured by -

| | | |
|---|-------|-------|
| Initial print order? | _____ | _____ |
| Reprint orders? | _____ | _____ |
| Resulting correspondence? | _____ | _____ |
| Comments of others than staff members? | _____ | _____ |
| Comments of people for whom it was written? | _____ | _____ |
| Actual surveys? | _____ | _____ |

Simplifying Literature for Use of Neighborhood Leaders /2

The problem of preparing readable, interesting, and forceful literature for rural people has now become a real and an acute one. This is because we are now attempting to reach a group of people whom we have not been able to reach before--a group which, on the whole, has but limited education. And we are attempting to reach these people, not by trained workers, but by untrained leaders who have but little more formal education than those whom they are trying to assist. Studies made of 1,034 rural families in four different States - Massachusetts, South Carolina, Washington, and Indiana - between 1936 and 1941, by the Division of Field Studies and Training, show that homemakers not participating in Extension have, on the average, 2 years less education than those with whom we have worked.

These homemakers with whom we have not worked, the studies reveal, in contrast with the participating group are less privileged. They have less reading material. Fewer of them have telephones or radios. Fewer of them listen to radio homemaking programs. Again, they are a less ready group, a less interested group.

The 1940 Census shows the median grades completed by farm men and women adults of 25 years of age and over is 7.7 grades. The median grade completed is 9.0 for the highest State in the United States, and 4.5 for the lowest State in the United States.

According to the 1940 Census, 25.0 percent of the rural farm families have telephones and 60.2 percent of the occupied dwellings have radios. Figures vary greatly on daily and weekly newspapers taken by farm families. South Carolina figures show that only a little over one-half of the families of nonparticipating homemakers take any newspapers.

/2 Presented by Gladys Gallup, Extension Home Economist, at the Neighborhood Leadership Conference and Workshop, Athens, Ga., September, 1942.

The neighborhood leadership system, to be successful, must reach all these farm families, which includes the nonparticipants who have less formal education, who are in a lower income group, and who have fewer home facilities. And we must keep in mind that, to a large extent, we are using untrained leaders to do this--unsalaried leaders who are without much formal schooling.

To hand out to these leaders and to the farm people whom they serve literature too difficult for them to understand or too dull to interest them will be a waste of needed paper. Yet we need to use the printed word to influence them to act and to instruct them in what to do and how to do it. One of our institutions has been successfully doing these very things for many years by means of print.

How national advertisers get action.

The national advertisers have been doing these things which we want to do. Let us look at the methods whereby they achieve success.

First, they get attention. Before they can sell anything they must stop the reader. This they do by the use of challenging headlines, titles, or pictures.

Second, they arouse interest. They show the reader how the product or the problem affects his own happiness; they explain the bearing the product or the subject under consideration has to the wishes or the hopes of the reader; each statement is directed toward the specific response desired. The most important word in advertising is you. The most important word we can use in convincing farm families is you.

Next, they get their message read. The advertiser uses strong, forceful, colorful language which will get the entire leaflet read. He uses short, common, well-known words and sentences; short paragraphs; indentations and italicized words to make the message easy to read, easy to understand.

Finally, they get decision or action. The advertiser presents the message in a logical way. He sells one thing or presents but one idea at a time. He presents it so that the evidence will convince everyone, even those with the lowest amount of schooling. But to produce action, the advertiser tells the person exactly what he should do, where he should go, and what he will have to pay. These things should never be left for the reader to work out for himself. The most successful advertising, again, is the advertising that talks always in terms of the reader and not in terms of the company that is advertising. It is the kind of advertising that talks about you and not about me.

I wrote to an advertiser recently to get some ideas on techniques the advertisers use to produce action, and I quote from his letter:

"Two aspects of this whole advertising problem are most essential:

(a) Whatever is said must be said in simple language.

(b) It is the constant repetition that produces results.

"Most advertisers find that even the simplest and most convincing idea has to be told to people many times before it begins to produce action. This is, in fact, the very essence of advertising and it is a fact which people in educational fields sometimes overlook."

Extension leaflets used by neighborhood leaders.

How are we adapting some of these ideas to the leaflets that our neighborhood leaders are taking to farm families to be read by the many adults who have formal educational levels of fourth-, fifth-, and sixth-grade schooling?

Our leaflets must get attention, arouse interest, be read, and get action. The leaflet, Save Your Waste Fats To Make Explosives, ¹³ is excellent. The heading tells what to do and why. The important word here is your. The first paragraph tells that the need is urgent. This need is tied up with emotions strong in every woman. The picture of the cannon is shown. Our interest is aroused by the good illustrations.

The message is easy to read. The eye span, or length of the line, is short; sentences are short; words are concrete; very few abstract words are used, if any; pictures are used; heavy print is used for emphasis; the illustrations connect the reading with the reader's interests.

This leaflet tells the farm family exactly what to do in simple sentences, using concrete words. It also tells four things not to do. It repeats three times in the leaflet what to do: (1) Save all your waste cooking fats; (2) pour into clean, wide-mouthed can; (3) keep in a cool place; (4) take to your meat dealer.

The message is related to the person's own interest.

A study to which I shall refer in a minute on What makes reading difficult, tells of some stenographers who could comprehend some articles written on marriage, whereas they could not comprehend some articles on international-affairs, although the reading difficulty was no harder in the international-affairs article, measured in terms of technical words, hard words, and difficulty factors in relation to sentences and paragraphs. Marriage concerned these girls, and they brought to the reading of it an emotional impetus. Therefore, if the message is related to the person's own interest, the reading difficulties to some extent can be overcome. In the leaflet, Save Your Waste Fats To Make Explosives, the picture of the cannon appeals to our emotions and we feel that we can help our own boys, our relatives and friends who are actually out there using cannon, using explosives, if we save waste fat. And, too, waste fat can make us a little money.

Perhaps the best source of information to help us study words is the Teacher's Word Book of 20,000 Words, by Thorndike ¹⁴. Some years ago he published a list of 10,000 words that were found to occur most widely in a count of more than 4,000,000 words taken from common sources such as the Bible, English classics, elementary textbooks, books about cooking, sewing, farming, the trades, and the like, the daily newspapers, and from correspondence. Forty-one different sources were used.

Later he made extensive additional counts from more than 200 other sources, including about 5,000,000 words. Other extensive counts were made by others.

From these counts, Thorndike published the 20,000 words listed in the Teacher's Word Book. He grouped the most commonly used words in the first 1,000 list of words. These he concludes are the words most easily understood. In this list are words such as able, about, above, account, across, add, and after; and in the group that were the least-used, the last thousand, are such words as abscond, acquisitive, acrobat, adorable, adroitness.

¹³ Save your waste fats to make explosives. A leaflet composed of material contributed by Glycerine and Associated Industries, and published with the approval of the War Production Board.

It is desirable that we select the vocabulary for our leaflets from the more commonly used words. We should use, as far as possible, concrete, not abstract, words.

Contrast, for example, the abstract language of the sociologist in describing the condition of the great bulk of mankind with the short concrete manner in which it is described in Genesis: "In the sweat of thy face shalt thou eat thy bread." The language of the former can be remembered with difficulty; that of the latter can hardly be forgotten.

There is also the word list, Dale's list of words, 45 which has words known by fourth-, sixth-, and eighth-grade students. Dale's list gives such words as:

| | <u>Fourth grade</u> | <u>Sixth grade</u> | <u>Eighth grade</u> |
|------------------|---------------------|--------------------|---------------------|
| | <u>Percent</u> | <u>Percent</u> | <u>Percent</u> |
| Comprehend | 8 | 41 | 67 |
| Understand | 88 | 99 | 100 |
| Jolly | 98 | 95 | 100 |
| Fabric | 25 | 70 | 96 |
| Absorb | 25 | 74 | 93 |
| Consumer | 32 | 52 | 93 |

I included "fabric" in this list, as a Farm Security Adviser said that in a group meeting recently the word fabric was used and a woman said, "Oh! You mean goods!"

In another meeting, the word "absorb" was used and a woman asked "Doesn't that mean 'soak up'?"

Recently, in checking a Food for Freedom circular to be used by farm families, I found these words used repeatedly: Adequate, minimum, maximum, and conditions, all abstract words, and I wondered if more-definite, concrete words might have been used as these words are not generally understood by fourth- or sixth-grade boys and girls. Dale's list classifies these words as follows:

| | <u>Fourth grade</u> | <u>Sixth grade</u> | <u>Eighth grade</u> |
|-----------------|---------------------|--------------------|---------------------|
| | <u>Percent</u> | <u>Percent</u> | <u>Percent</u> |
| Adequate | 6 | 8 | 49 |
| Minimum | 7 | 50 | 84 |
| Maximum | 18 | 55 | 79 |
| Condition | 9 | 50 | 83 |

An extension worker in Maryland reports that as she was working with a group of leaders they read together some extension literature. She learned that the women did not know the words alternate, commercial, and imperative--three words frequently found in our literature. These words are rated as follows, according to the Dale list:

| | <u>Fourth grade</u> | <u>Sixth grade</u> | <u>Eighth grade</u> |
|------------------|---------------------|--------------------|---------------------|
| | <u>Percent</u> | <u>Percent</u> | <u>Percent</u> |
| Alternate | 18 | 52 | 85 |
| Commercial | 13 | 68 | 94 |
| Imperative | 13 | 94 | 94 |

So much for words.

4 Teacher's Wordbook of 20,000 Words, revised. Edward L. Thorndike. New York. Bureau of Publications, Teachers College, Columbia University. 1932.

5 Fourth-, Sixth-, and Eighth-Grade Percentage Scores for Dale's Vocabulary List. Edgar Dale. (No copies). 1336-42

Now, to make a new approach, we should avoid those things which make reading more difficult. One of the best studies made on this subject was by Edgar Dale and Ralph Tyler on Factors Which Influence the Difficulty of Reading Material for Adults of Limited Reading Ability. ⁷⁶ I referred to this a minute ago when I spoke of stenographers' interest in the marriage article. This study confirms us in the practice the national advertisers use—limiting technical words to a minimum and defining technical words where they must be used; using nontechnical words, easy words, short sentences, and you, the second person pronoun.

This study shows that reading was made difficult for adults because of -

The number of different technical words in the selection.

The number of hard nontechnical words in the selection not known by 90 percent of pupils in Grade VI as shown in the Dale list.

The number of technical words in the selection known to less than 75 percent of pupils in Grade VI as shown in the Dale list.

The number of prepositional phrases in the selection.

Percentage of complex-compound sentences in the selection. (Or, in other words, sentences that contain dependent clauses, or sentences with two or more principal clauses connected by such words as "and" or "but").

Reading was made easier because of -

Percentage of one-syllable words in the selection.

Percentage of easy words in the selection. (Or words on the Dale list, understood by fourth- and sixth-grade boys and girls.)

Number of second-person pronouns (you) in the selection.

Shorter sentences in the selection.

Finally, in our leaflets, we should give explicit instructions both to the neighborhood leader and to the farm family. We must avoid misunderstanding by letting them know precisely what they are expected to do. An excellent example of this was the thrice-repeated instruction in the Save Your Waste Fats leaflet which I mentioned before. The greatest problem we have to deal with is the mental inertia of people.

The advertiser whom I quoted a minute ago said this in his letter:

"Because people loathe to read a lot of text, it is advisable whenever possible, to tell a story or give a message by means of pictures or illustrations instead of by words. The greatest problem that anyone has to deal with is mental inertia. Someone has said, 'Most men would rather die than think.' It is the truth that whatever messages are given to them must be given to them in a way which is 'easy to take.' That explains why the Atlantic Monthly has 100,000 circulation and why Life Magazine has 3,000,000. That explains why people would rather see a movie than read a book."

⁷⁶ A Study of the Factors Influencing the Difficulty of Reading Materials for Adults of Limited Reading Ability. Edgar Dale and Ralph W. Tyler. Library Quarterly, vol. IV, No. 3. pp. 384-412. Univ. Chicago Press. July, 1934.

If this statement is true of all the people, it is true of the people with whom we deal.

In writing our literature, then, we must so construct and word it that our rural people will want to read it, that they will understand it, that it will appeal to their interests so they will both desire and know how to act upon it. But this, no matter how successfully done, is still not enough. We must take our message to them again and again with constant repetition.

THE USE OF NEIGHBORHOOD LEADERS IN THE FAMILY ECONOMIC PROGRAM

Chairman: Gladys Myers, Kansas
Secretary: Charlotte Brooks, Vermont
Assistant to Chairman: Grace E. Frysinger, Federal Extension Service
Assistant to Secretary: Barnard Joy, Federal Extension Service

State Representatives:

Lucille Williamson, New York
Dorothy Emerson, Maryland
Lorraine Ford, Mississippi
Azalea Sager, Oregon
Anna Mae Sikes, Florida

This committee felt that inasmuch as there will be many jobs for the neighborhood leaders to perform, careful consideration should be given to the jobs assigned.

In line with this, the committee suggests the following assumptions as to a few basic policies of State extension services:

1. Criteria to determine whether a job should be done through the neighborhood-leader system.
 - a. Is it an important war emergency?
 - b. Must it be done now?
 - c. Does it require complete coverage of all families?
 - d. Is it a "do" job? Can the neighborhood leader urge the farm families to carry out some specific activities?
 - e. Is it a job which cannot be adequately done in other ways and is not being adequately done by other agencies?
 - f. Is it important enough to be one of the limited number of jobs that neighborhood leaders can do in a year (including some not in the field of agriculture or home economics)?
 - g. Is it a job that neighborhood leaders can do or is the subject matter too difficult for them?
 - h. Is it acceptable to the neighborhood-leader system; will leaders believe it is important?

2. Responsibility of State extension staff:
 - a. There should be a steering committee, or advisory committee, responsible for preparation of material and continued training of county personnel.
 - b. Subject matter should be handled on State level. (This to be modified to fit different sections or localities.)
 - c. Responsible for the plans for -
 - (1) Training agents and leaders.
 - (2) Preparation of material for neighborhood leaders and for the farm family.
 - (3) Plans for reports.
 - (4) Recognition of leaders.

3. Responsibility of county extension staff:
(If there is to be division of responsibility, it should be shared by the agents in the county.)
 - a. Selection of leaders.
 - b. Carrying out of State plans.
 - c. Follow-up and supervision.
 - d. Local publicity.

The committee listed some of the problems in the field of family economics which might be given consideration through the neighborhood-leader system. Some of these fall in the field of "something to do." Other problems might be met by providing the neighborhood leader with information needed to answer questions.

The list given below illustrates both types.

1. Jobs for the neighborhood leader in the related field of family economics.

"Do" Jobs:

Share the Meat Program.

How to use any increased income (anti-inflation reemphasized with a new approach).

Family transportation problems.

2. Fields in which neighborhood leaders need information to answer questions:

Information on priorities.

Information on new materials.

Price ceilings.

Care and repair of equipment.

Buymanship in wartime.

The job selected for the development of procedures for presentation through the neighborhood-leader system was the problem of helping families participate in the Share-the-Meat Program. The committee outlined the following procedure:

Share-the-Meat Campaign.

Objective: To help each family to determine whether its meat consumption is within the amount allocated for each person and to obtain its cooperation in the program.

1. To obtain response from the family:
 - a. Through making an inventory of its meat supply (actual and potential).
 - b. Figuring the allowance of "red" meat for the family as determined by the number and age of family members.
 - c. Through deciding what adjustment the family is to make by -
 - (1) Raising enough meat and poultry for home use and by buying as little as possible.
 - (2) Serving meat only for one meal a day.
 - (3) Producing and using meat alternates.
2. To have the neighborhood leader reach each family through -
 - a. Home visits -
 - (1) By reaching husband and wife together.
 - (2) By reaching homemaker only.
 - b. Neighborhood meetings.
3. To have the county agent train the neighborhood leaders -
 - a.. In small groups or through individual contacts.
4. To provide literature that shall include -
 - a. For the county agent -
 - (1) Background information.
 - (2) Campaign plans including follow-up.
 - (3) Supplies for neighborhood leaders.
 - b. For the neighborhood leader -
 - (1) Organization plan.
 - (2) Record forms.
 - (3) Follow-up (report sheets).
 - (4) Pertinent information.
 - c. For the family -
 - (1) Record form for making an inventory, and for figuring the family allowance.
 - (2) Simple recipes giving use of meat alternates.

HOW TO GO ABOUT MAKING A FAMILY ECONOMIC SURVEY

CHOOSING A SAMPLE; REPORTING RESULTS

Chairman: Muriel Smith, Nebraska.
Secretary: Louise Whitcomb, Delaware.
Assistant to Chairman: Fred P. Frutchev, Federal Extension Service.
Bureau of Home Economics Staff Member, Technical Adviser:
Dorothy S. Brady.

State representatives:

May D. Kemp, Pennsylvania.
Portia Seabrook, South Carolina.
Gladys Stratton, Connecticut.
Joan Warren, California.

Federal Extension Service:

Laurel Sabrosky.

It was the opinion of this committee that well-planned, essential surveys are necessary as guides to program planning. These surveys should serve as ways of measuring the strong and weak phases of a job done; as indicators of accomplishments or as expressions of attitudes. Before a survey is planned it is well to check whether the needed information has already been collected by some other group or agency. The following points were brought out in the discussion:

In planning for any kind of survey it is necessary first, the purpose, to have clearly in mind.

The kind of survey depends on the use to be made of it. Sometimes numerical information is desired, whereas in other surveys the purpose is to obtain descriptive information based on observation.

When a survey is completed there is a value in getting results back soon to the persons furnishing survey data.

Another point brought out was the difficulty involved in making surveys of intangibles (such as attitudes and impressions). However, the group recognized the need for attempting to measure these so-called intangibles.

Some of the methods by which an expression of opinion might be obtained were discussed, such as -

1. Recording observations of county leaders.
2. Survey of key persons using specific questions.
3. Show of hands at meetings to get trends.
4. Using data from account records.

Seven steps in making a survey discussed. These are given in the left hand column on the ensuing page. The committee also discussed an exploratory survey plan for getting information in preparation for the training of neighborhood leaders who will probably be asked to explain the Share-the-Meat Program to their neighbors. The plan for this exploratory survey also is given in the right hand column on page as a specific application of the seven steps.

Steps In Making A Survey With A Parrallel Example

| Procedure in making a survey: | Example |
|---|---|
| | Exploratory Survey in Preparation for Neighborhood-Leader Training Program on "Share the Meat." |
| 1. Formulate the purpose of the survey in concrete terms; define the group to be represented. | 1. To obtain expressions of farm people and the questions they ask in connection with the Share-the-Meat Program. |
| 2. Schedule (survey form). Keep the number of questions to a minimum. Make every question count. | 2. In this example the survey form is only a blank sheet of paper on which to list questions and record expressions of farm families. |
| 3. Method of collecting information: Interviewing. Questionnaire. Etc. | 3. Interview farm families. Explain and discuss with them Share-the-Meat Program using a blank sheet of paper which is the survey form suggested in step 2. |
| 4. Choosing the sample: Size and Representativeness. Small samples are satisfactory if representative of the group about which the information is needed. | 4. Select about eight farm families in each of two counties; include some high- and some low-income families; some who raise and butcher a large meat supply and some who buy meat. Select different types of families. |
| 5. Tabulation: Classify the replies according to the principal items being studied and obtain totals and averages or percentages where these have meaning. | 5. Examine notes. Pull out questions farm families raise and observations made. In this example no percentages are needed. |
| 6. Summary and report: Focus the summary on the principal uses to be made of the information. Emphasize the possibilities of prediction. | 6. Organize and type the list of questions farm families raised and the interviewers' observations. |
| 7. Efficient use of results: a. To formulate programs. b. As a teaching tool. c. Report back to participants. Etc. | 7. Use results in preparing a training program and materials for neighborhood leaders who will explain Share-the-Meat Program to farm families. |