

## Chapter 26

# Past Extension Programs

Through the years the many Extension programs that have been started last for varying lengths of time. The most important long-range programs have been documented elsewhere in this history. However, there are four special programs in this section that served specific purposes for a brief period of time and then were terminated or transferred to other Divisions within the University system.

Specific reference is made here to the programs in:

Continuing Education (1910-1965), pp. 253-267.

Emergency Farm Labor (1943-1947), pp. 268-272.

Land Use Planning (1936-1945), pp. 273-279.

Rural Services (1917-1920), pp. 280-284.

They are included in this Extension history because of their significance as short range Cooperative Extension programs.

## CONTINUING EDUCATION

1910-1965

### Contents

<b>Home Study Program—1910-56</b> .....	254	Increase Evening Class Enrollment—1963.....	261
First Correspondence Courses—1911 .....	254	<b>Conferences and Short Courses</b> .....	261
Prisoners Enroll—1914 .....	254	University Conference Coordinator—1957.....	261
Free Reading Courses—1915.....	254	Plan Conference Facilities—1950's .....	262
Department of Home Study—1915 .....	254	<b>Community Services</b> .....	262
Courses and Aids for Teachers—1917 .....	254	Community Program Service—1935 .....	262
Home Study During WWI—1918.....	254	Group Discussions—1935.....	262
Home Study Program—1920 .....	255	Develop Community Service—1960 .....	262
Expand Home Study—1921-25.....	255	KSU Speakers' Bureau—1960 .....	262
Homemakers Club Lessons—1923.....	255	Ministers Promote Community Develop.—1960 .....	262
Statewide Scholarship Contest—1924.....	255	Rural-Urban Art Program—1960 .....	263
College of the Air—1925 .....	255	Community Efforts—1961 .....	263
Home Study Program—1925 .....	256	Great Decisions—1960-61 .....	263
Three New Activities—1926-30 .....	256	<b>Technical and Special Services</b> .....	263
Junior/Liberal Arts College Relations—1927.....	256	Rural Electric Job Training—1955.....	263
Home Study Program—1930 .....	256	Hot Line Training Schools—1959.....	263
Low-Income Student Program—1930's .....	256	Regional Art Exhibits—1956 .....	264
Cut Home Study Budget—1930's .....	256	Art Demonstrations—1957 .....	264
Emergency Study Centers—1933.....	257	Painting of the Month .....	264
Home Study 20-Year Plan—1934 .....	257	Food Service Classes—1958 .....	264
National Youth Administration—1935 .....	257	Music Extension—1962.....	264
Agriculture Home Study Instructor—1936.....	258	Civil Defense Education—1963.....	264
Home Study—1940's.....	258	Special Program Emphasis—1964 .....	265
Home Study Examination Centers—1951.....	258	<b>State-Wide Reorganization of Extension</b> .....	265
Expand Home Study—1950's .....	258	Appoint Extension Commission—1962 .....	265
General Extension and Home Study —1953 .....	259	Board of Regents Minute—1963 .....	265
<b>Home Study After 1956</b> .....	259	Implications for KSU—1963 .....	265
Civil Defense Program—1965.....	259	Continuing Education—1964.....	266
Continuing Education Emphasis—1964.....	259	Program Areas—1964.....	266
<b>Evening College and Extension Classes</b> .....	260	Establish Other Extension Services—1965.....	266
College Credit Courses—1950's-60's .....	260	Regents Take Action—1965 .....	266
Study Evening Class Students—1958 .....	261	Statewide Industrial Ext. Service—1965 .....	267
Offer Classes by Television—1958.....	261	Continuing Education Separates—1966 .....	267
Classes in Communities—1958-61 .....	261	Cooperative Extension Goal—1967 .....	267
Extension Art Student Conference—1961.....	261	<b>Personnel in Continuing Education</b> .....	Ch. 6: 78

## Home Study Program—1910-56

On January 14, 1910, the Board of Regents authorized the Department of College Extension to give instruction by correspondence in the various subjects relating to farm life. Nineteen courses were listed in the next catalog.

### First Correspondence Courses—1911

In 1911, Harry Kent was employed to give instruction by correspondence, and in July, 1912, was made director of this work. The number of courses offered in 1912 increased to 29. Kent became the principal of the newly organized School of Agriculture in 1913.

John Werner became head of the Department of Correspondence Study September 25, 1913. M. G. Burton succeeded Werner September 1, 1915.

In his annual report for 1914, Werner stated:

There are thousands of people who have desired education but have been unable to attend either high school or college. To these people, the Agricultural College has extended the opportunity of studying by correspondence.

This method of study, almost scorned a few years ago by college teachers, has grown in the estimation of the educational fraternity as well as in the estimation of the public until now several hundred thousand people throughout the United States are regularly carrying on courses of study in this way.

Four years ago the Extension Division began offering a few simple courses in elementary agriculture for farmers who had expressed a desire to study certain books.

The success of these men and the evident mastery of the subject matter justified a rather rapid increase in the number of courses offered, until now the College is offering instruction by correspondence in 110 subjects.

These courses have been divided and made into three classes—Reading Courses with only five lessons and a fee of \$1, Extension Courses with from 12 to 15 lessons for a fee of \$3, and College Credit courses with from 12 to 16 definitely planned lessons for a fee of \$4.

During the biennium, 43 courses were offered in agriculture, 22 courses in home economics, 31 courses in mechanics and industrial subjects, and 24 courses in academic and educational subjects. The total number of enrollments is approximately 1,700 although the number of different individuals is only 585.

### Prisoners Enroll—1914

During the biennium ending June 30, 1914, about 150 men in the State and Federal prisons at Lansing and Leavenworth were enrolled in one or more courses, for which no charge was made.

### Free Reading Courses—1915

In 1915, Free Reading Courses were added. Each course was based upon a free bulletin from the College or Department of Agriculture. A course consisted of one assignment applying to a specific problem. A list of questions accompanied each bulletin.

A list of 220 different subjects was distributed over the state. The Manhattan Mercury-Chronicle for August 10, 1916, carried this article:

Free Reading and Study Courses For Women  
Conducted Next Year

Free reading and study courses for Kansas women will be given special attention in the coming year by the Division of Extension in the College. At a recent meeting of the Board of Administration, Miss Mary A. Baird, an experienced teacher and graduate of the Kansas Agricultural College, was made Instructor in the Home Study Service to conduct this work.

### Department of Home Study—1915

During the 1915-1916 year the name of the department was changed to Department of Home Study Service.

### Courses and Aids for Teachers—1917

By 1917, special courses had been prepared for teachers of agriculture, home economics and manual training. Teaching aids were also made available to teachers. These included blue prints, lantern slides, and sets of animal photographs.

A survey was made among the teachers to determine the aids that would be most beneficial to them. The Credit Courses fee was raised from \$4 to \$10. All but three of the 105 counties were represented among those persons enrolled in correspondence courses.

### Home Study During WWI—1918

During 1918, home study enrollments declined slightly because of the war, but 5,017 were enrolled in the reading courses, 571 in Extension courses, and 334 in credit courses. The staff was called upon to assist with certain war activities in addition to their correspondence work.

The College changed from a term to a semester basis. Therefore, all credit courses were rewritten to correspond to the College academic program.

The Home Study staff was also responsible for the distribution of bulletins and similar materials and to maintain a supply of stationery and other materials for the various offices.

### **Home Study Program—1920**

By 1920, certain adjustments had been made. The vocational courses for teachers had been eliminated as had the work at the prisons. A new Information Service was initiated whereby requests for information from farmers were released to the appropriate faculty member for reply.

Timely information supplied by Extension Specialists was relayed to selected lists of farmers. Spray schedules were an example of such material.

A small start had been made on the organization of study centers for persons desiring credit courses. A few courses on school lunch programs were conducted and one class in industrial education was conducted in Kansas City.

The bulletin and mimeograph room distributed 150,000 bulletins. From 6,080 stencils, nearly two million impressions were made.

The home study staff was given faculty rank. Additional instructors were needed.

Director V. L. Strickland made an analysis of student grades for the College. This study was used by the Home Study staff to compare grades being earned in correspondence courses for credit with those in college.

### **Expand Home Study—1921-25**

There was much progress in the period from 1921 to 1925. E. G. Kelly, Extension Specialist in Entomology, prepared lessons in economic entomology for vocational agricultural teachers.

A speakers bureau was organized for filling requests for commencement addresses and for many other special meetings held throughout the state.

A service for distribution of charts supplied by the International Harvester Company and the Department of Agriculture was established.

Because of the trend and activity in rural school consolidation, materials relative to consolidation procedures, playground equipment, mental tests, outlines of study, and other teacher aids were prepared and made available.

In 1922, 901 college credit hours of work were completed by students enrolled in credit courses.

### **Homemakers Club Lessons—1923**

In 1923, 150 homemakers clubs were supplied with a home economics lesson each month. A film service was started that year with films from the Department of Agriculture and commercial organizations.

### **Statewide Scholarship Contest—1924**

The statewide scholarship contests were conducted under the joint effort of B H. Fleenor, educational subjects in Home Study, and Professor V. L. Strickland, Department of Education and former head of Home Study.

These contests were started in a small way in 1924 and reached the peak in 1928. The Extension Service prepared and furnished the materials used. In 1928, 6,659 tests were given to approximately 4,000 students from 145 high schools.

The tests and the number participating in each were: first year English 631, second year English 618, American History 558, community civics 222, first year algebra 675, plane geometry 487, physics 324, third year English 554, first year Latin 429, second year Latin 196, first year French 21, first year Spanish 95.

World History 177, Modern History 131, general agriculture 289, economics 49, sociology 72, commercial arithmetic, 91, general science 278, biology 107, physical geography 68, physiology 103, first year domestic science 152, first year domestic art 157, and vocational agriculture 175.

The work done in connection with these contests became so tremendous that it was found impossible to continue and the program was dropped in 1930.

### **College of the Air—1925**

The College of the Air radio program was inaugurated in the fall of 1925. The first section of this program was for rural schools, Monday through Friday from 9:00 to 9:25 am. Ten minutes were devoted to music exercises, five minutes to instructional talks, and ten minutes to calisthenics.

The director of Home Study, George Gemmill, organized the program and served as the radio announcer. The second section was a 30-minute program broadcast in the evening.

The program material varied from month to month but included subjects such as current

events, English, engineering, athletics, music, public speaking, psychology, sociology, community organization, literature, economics, vocational education, bacteriology, Shakespeare, soils, weather studies, taxation, cattle feeding, swine management, history, marketing, entomology, plant diseases, and debates.

Some of the programs were for credit with examinations given at the end of the course. Some lectures were the final lesson in a correspondence course.

The total number of lectures given during 1926 was 1,050 with 210 hours of broadcasting time. On July 1, 1957, the Extension Editor assumed the responsibility of the College of the Air programs.

In 1925, four members of the home study staff gave a radio lecture each week. Some of these were in connection with credit courses.

### **Home Study Program—1925**

In 1925, 1,904 were enrolled in credit courses, 47 in vocational courses, 3,692 in homemakers clubs, 109 in study centers, and 147 in free reading courses. There were 180,212 bulletins issued. The number of stencils was 12,395 to make 3,911,131 mimeographed impressions.

### **Three New Activities—1926-30**

The period 1926 to 1930 witnessed three new major activities in the Home Study Department. These were College of the Air radio programs, work with the Liberal Arts and Junior Colleges committee, and assistance in a state-wide scholarship contest.

### **Junior/Liberal Arts College Relations—1927**

On September 9, 1927, President F. D. Farrell appointed a committee on relations with junior colleges and liberal arts colleges within Kansas. The responsibility of the committee was to see that the junior colleges and liberal arts colleges of the state were kept informed regarding the educational opportunities at KSAC and to suggest practical changes in curricula or in the advanced credit policies of the college. The director of Home Study, George Gemmell, served as secretary of the committee.

Studies were made relative to why students came to KSAC from the junior and liberal arts colleges, why some withdrew, comparisons of the curricula of the various colleges, and other factors affecting relationships.

The work of the committee continued several years with George Gemmell visiting each of the junior and arts colleges once each year to develop friendly relationships between KSAC and the other colleges.

### **Home Study Program—1930**

In 1930, the program of the Home Study Department consisted of: credit courses, vocational courses (non-credit), study center, information service, lantern slide and film service, bulletin distribution and supply service, speakers bureau, radio programs, debate material, and relationship with junior and arts colleges.

During 1930 there were 32,408 credit course lessons sent out, 384 non-credit course lessons, 255 free reading course lessons, 317 sets of debate material, 7,756 scholarship tests prepared, 6,939 personal letters dictated, and 71 slide sets circulated.

### **Low-Income Student Program—1930's**

Because of the low incomes of persons participating in the Home Study program, the instructors revised the lesson material to include additional material from various sources in order that the students need not be required to purchase reference books.

Furthermore, George Gemmell and Floyd Pattison were asked to teach classes in algebra and geometry, four class hours per week, for students in college who had not completed these courses in high school.

This extra teaching continued for George Gemmell until the end of the 1934-35 school year. Floyd Pattison continued teaching geometry until after World War II.

### **Cut Home Study Budget—1930's**

During the decade 1931 to 1940, Home Study experienced a slight decline in staff but a strengthening of the program. Due to the depression in the early 1930's, a general decrease in operating budgets was necessary throughout the College.

The Home Study budget for 1933 was decreased 30 percent from the previous year. Two instructors and one stenographer were discontinued.

The members of the staff and their responsibilities were:

- George Gemmell, In Charge
- Floyd Pattison, Industrial Subjects
- B. H. Fleenor, Education



Jesse Schall, English

Ada Billings, History

Ellen Barr, Chief Clerk

Dorothy Custer, Stenographer

The commitment of these persons to the service of the Home Study program is indicated by their record of continuous service until retirement because of age or illness.

### **Emergency Study Centers—1933**

Another new activity started in 1933, brought about by the depression and the number of high school graduates not able to enroll in college work, was the establishment of Emergency Study Centers.

A plan, at the request of Governor Landon, was developed by the five state colleges and approved by the Board of Regents. Some of the guidelines were:

- 1) Only freshman and sophomore courses to be offered.
- 2) Courses to be taught by a local instructor approved by the local school superintendent and paid by the local school board or other local sources.
- 3) Instruction to be under the supervisor of the state college concerned and one personal visit made each semester.
- 4) No student to enroll in more than nine semester hours in an academic year.
- 5) Examinations given to determine credit.
- 6) A course fee of \$10 plus \$3 for each additional semester hour, each fee to be shared by the class members or otherwise paid.
- 7) Students taking the final examination for credit to pay a fee of \$1. The Home Study Department of Kansas State Agriculture College (KSAC) conducted this program during the academic years of 1933-34 and 1934-35.

The high schools participating were: Clay Center, Manhattan, White City, Junction City, Atwood, Council Grove, Randolph, Wamego, Clyde and Solomon.

The enrollment was 117. Seventy-six of these students passed the final examination.

### **Home Study 20-Year Plan—1934**

In 1934, the entire Kansas State Agriculture College cooperated in the development of a 20-Year Plan. The Home Study section plan included:

- 1) Continue the department with its faculty

devoting their time to Extension teaching including credit courses.

- 2) Provide adequate quarters including conference and examination rooms.
- 3) Require each member of the department to teach one course in residence.
- 4) Do further research in effectiveness of credit courses by correspondence.
- 5) Develop closer relationships between resident faculty and home study instructors.
- 6) Give special emphasis to courses designed for a) those who had never attended college, and b) those who have graduated from college and desired further information in their fields of interest.
- 7) Develop a community program service including a library of plays, readings, songs, games, etc.
- 8) Make annual additions to the home study library.
- 9) Provide for competent readers to assist with overload periods and during annual leaves.
- 10) Provide direction of graduate courses in problems and research for persons preparing to enter the Extension Service or present personnel.
- 11) Re-establish courses in home economics which were dropped due to the reduction in home study faculty.
- 12) Develop a permanent plan to locate and service capable high school graduates who were unable to attend college.
- 13) Provide at least two additional instructors in Home Study.
- 14) Develop the possibilities of instruction by radio and television.

### **National Youth Administration—1935**

In the summer of 1935, the National Youth Administration (NYA) announced a youth education program similar to the one being conducted; therefore, the state colleges dropped the emergency study center program.

NYA developed agreements with the public and private colleges of the state to conduct classes in the new program. Dr. Gemmell was designated the representative for Kansas State College.

Eight freshman colleges were organized in the Kansas State area. These were at Junction City, Herington, Chapman, Washington, Hanover, Clifton, Belleville, and Beloit.

The total enrollment was 490 with 128 completing. Credit hours averaged 7.2 per student.

Twenty-one teachers were employed. This program was discontinued in 1939.

### **Agriculture Home Study Instructor—1936**

An additional staff member, Chester B. Billings, was appointed November 1, 1936, as an instructor of agricultural courses.

In addition to the newer activities of the Home Study staff, the usual responsibilities continued in 1940 with:

- 808 People enrolled in college credit courses.
- 232 In high school credit courses.
- 25 In study center courses taught by Ada Billings and Jesse Schall.
- 16 Enrolled in non-credit courses.
- 18 Correspondence courses were written or revised.
- 21,136 Manuscripts were graded.
- 46 Radio talks were given.
  - 20 Commencement speakers were scheduled.
- 16 Visits were made to Kansas colleges.
- 5,036 Letters of information were written.
- 1,057 Stencils prepared.
- 1,724,119 Pages were mimeographed.
- 214,106 Bulletins and other publications were distributed.
- 17,001 Copies of community program materials were distributed upon request.

### **Home Study—1940's**

During the decade, 1941 to 1950, enrollment in home study credit courses reached an all-time high of 3,760 in 1950. Only 14 people were enrolled in non-credit courses.

Men returning from military service and the general trend toward more higher education brought about this situation.

In 1941, the film and slide service, stencil cutting, mimeographing and bulletin distribution was transferred to the Department of Information.

During the early war years, 1943 particularly, many servicemen were given training at Kansas State University. In 1943, Ada Billings, Jesse Schall, B. H. Fleenor, and George Gemmell taught history to 243 servicemen.

Assistance previously given to the development of the group discussion method was taken over by C. R. Jaccard, Extension Economist, in 1947.

The requests for study centers were far greater than the faculty available to teach the courses desired

by interested groups. One or more study centers were conducted during the decade except for the year 1943.

The locations and number were: seven in Concordia, six in Manhattan, four in Randolph, three in Salina, two in Clay Center, two at Fort Riley, and one each in Riley, Osborne and Junction City.

George Gemmell retired as head of the Home Study Service in 1948 and at that time discontinued his responsibility with the Junior College committee.

### **Home Study Examination Centers—1951**

During 1951, in cooperation with the home study services of the other four state schools, examination centers were established wherein at any center examinations would be given for students taking correspondence courses at any one of the five state schools.

In 1954, many adjustments were made in the courses being offered to meet the needs of interested persons desiring to enroll and to correlate more closely with resident courses of instruction.

Ten new courses were written and 17 revised. The College Senate agreed to accept 30 hours of credit earned in Extension courses or classes. Popular new courses were Library Economics and Cooperative Bookkeeping.

### **Expand Home Study—1950's**

By the end of the decade, 1950, staff members continued to give much information as requested in personal correspondence.

An Extension Library housed in the Home Study offices consisted of 500 volumes.

The work of the Speakers Bureau had been largely replaced by a University committee. Radio programs by staff members had tapered off to one semester only.

One or more classes in geometry were still being taught by Floyd Pattison. The Community Service had continued with 1,470 copies being distributed in 1950.

Staff members used whatever opportunities were available to improve professionally by enrollment in course work and in special conferences.

There were many developments in the decade 1951 to 1960 as an outgrowth of the program of the Department of Home Study. The contacts with Junior Colleges, leadership training, radio programs, speakers bureau and the community service programs

developed a need for expansion. On July 1, 1953, the Home Study Department became the General Extension and Home Study Department, with Carl Tjerandsen as Head.

At the same time the president of the College appointed an advisory council on General Extension to study the opportunities to serve the people of the state.

## Home Study After 1956

On July 1, 1956, the name of the department was changed to the Department of Continuing Education. On March 1, 1957, Roman J. Verhaalen was named Head and on July 1, 1957, the work of the department was reorganized with the following administrative personnel:

Roman Verhaalen, Department Head.

Katherine Lackey, Coordinator of Community Services.

John Kitchens, Coordinator of Conferences and Institutes.

Benson Poirier, Coordinator of Extension and Evening College Classes.

Arthur Krival, Coordinator of Home Study Courses.

Roman Verhaalen, Technical and Special Services.

In response to requests from the Kansas Veterinary Medical Association, and with support from the Kansas Legislature, Kansas State University began a program of Continuing Education for Kansas Veterinarians in 1964.

The program was supported by the College of Veterinary Medicine, which provided all of the teaching personnel, and by the Department of Continuing Education which coordinated and helped administer the program.

In its first phase, the program of six two-hour seminars presented in communities where there was sufficient demand. The subject matter content of the seminars was varied to fit the needs of the location.

By late 1964, one series of seminars had been completed. The subject, "Urology," was presented in Wichita. A total of seventeen local veterinarians participated in the seminar, taught by a team of five professors from Kansas State University.

A brochure describing the program was being prepared and it was anticipated that an active and progressive program would be carried on in the months and years ahead.

### Civil Defense Program—1965

Of special interest was the progress made during 1965 in Civil Defense Instructor courses under a contract with the office of Civil Defense, Department of the Army. Under this program Continuing Education conducted three activities:

- 1) Shelter manager instructor classes.
- 2) Radiological monitoring instructor classes.
- 3) Seminars for public officials.

In addition, Continuing Education participated with the State Department of Civil Defense; the Co-operative Agricultural Extension Service Rural Civil Defense Specialists, the USDA Defense Board and local organizations in a pilot county and area civil defense preparedness educational program.

Particular attention was called to the state-wide reorganization of general Extension into an Academic Extension Service. Steps taken under this reorganization by 1965 included:

- 1) Formation of an Academic Extension Administrative Council with the president of Kansas State University as chairperson.
- 2) Appointment of Dr. Howard T. Walker of Kansas University as State Director of Academic Extension.
- 3) Preparation of a state-wide General Extension Plan to qualify under Title I of The Higher Education Act of 1965.
- 4) Transfer, effective April 1, 1966, of all Home Study work to Kansas University.
- 5) Formation effective July 1, 1966 of a separate Division of Continuing Education at Kansas State University.

### Continuing Education Emphasis—1964

Future emphasis at that time was to make continual improvement in instruction, staff, and syllabi, with what expansion in course offerings and increase in enrollment was possible.

Home Study was in great need of resources to revise and expand its courses at a faster rate, and

efforts were made in this direction during the months immediately following.

With the engineering curriculum going out of date, it was necessary to be able to finance the writing of new courses or drop out of the engineering field altogether.

Expansion and revision was needed in mathematics, economics, home economics, psychology,

sociology, anthropology, and other fields.

At the same time, it was necessary to be able to keep the full-time people professionally alive and to maintain a close relationship with resident faculty.

Both elements were central to the maintenance of academic respectability and, thus, to the usefulness to the people of Kansas.

## Evening College and Extension Classes

Evening College and Extension Classes date back to 1933 when the five state colleges initiated the establishment of Emergency Study Centers at the request of Governor Alf Landon.

The objective was to provide college educational opportunity for high school graduates financially unable to attend college because of low incomes during the depression years.

In the early 1950's, the Home Study Department conducted a few study center classes in cities off campus.

In 1951, for example, two classes were conducted at Concordia, three in Kansas City, one in Clay Center, one in Syracuse, and seven at Fort Riley. The 14 classes had a total enrollment of 241.

On September 10, 1956, Benson B. Poirier was employed as Coordinator of Evening College and Extension Classes. Enrollments reached an all-time high of 1,452 in 79 classes in 1956.

The classes were conducted in Manhattan, at Fort Riley and eleven other cities. A demand for courses at the graduate level was developing.

### College Credit Courses—1950's-60's

In 1957, the Faculty Senate of Kansas State College approved the following courses to be offered by Home Study: Introductory Physical Geography, Written Communications II, Books and Men I, Books and Men IIA, Books and Men IIB, Business Law I, Business Law II, and Small Business Operation.

Other college credit courses offered were:

- Creative Writing.
- Farm Crops.
- History of Education.
- Personal Hygiene.
- Introduction to Sociology.

- Educational Psychology II.
- American Government.
- General Psychology.
- Psychology of Childhood and Adolescence.
- Community Health.
- Vegetable Gardening.
- History of Breeds.
- Classroom Management.
- Written Communication I.
- Commercial Correspondence.
- Literature for Children.
- Elements of Horticulture.
- Rural Sociology.
- Economics II.
- Landscape Gardening.
- Educational Administration.
- Playground Activities.
- Methods of Teaching in Secondary Schools.
- Literature for Children.

In 1957, Home Study had 2,451 enrollments for credit with 947 of them of high school grade or level.

High school enrollments were increasing with emphasis in the science courses. A contract with the Veterans Administration permitted veterans to enroll in home study courses under Public Law 550.

Fees for home study courses as of July 1, 1958 were:

College:		
Resident Credit -		\$8 per credit hour
Non-resident-		\$9 per credit hour
High School		
Resident Credit-		\$12 per 1/2 unit course
Non-resident -		\$15 per 1/2 unit course



By 1960, Home Study offered 66 college credit courses, 35 high school credit courses and three non-credit courses.

Agreements were made with the Departments of Education, Mechanical Engineering, Business Administration and Psychology to write new courses and revise other courses.

This relationship provided up to date information in the new courses and increased interest on the part of resident faculty members in Home Study.

New courses included subjects such as Latin, American History, Basic Electrical Engineering, Engineering Graphics III, and Accounting and Business Law.

The enrollment was 1,246 in College credit courses, 1,067, in high school courses and 65 in non-credit courses.

#### **Study Evening Class Students—1958**

In 1958, a study of the characteristics of the people being attracted to the evening college and Extension classes was started.

#### **Offer Classes by Television—1958**

The Faculty Senate of Kansas State College approved offering classes by television. Two National Broadcasting Cooperation physics courses known as the Continental Classroom were used as the basis of instruction.

#### **Classes in Communities—1958-61**

Ninety-four other classes were conducted in 12 communities with 1,636 persons enrolled. The teaching staff was 75.6 percent resident faculty and 24.4 percent off-campus personnel. Resident faculty taught Home Study courses, by permission, in addition to their regular assignments on an overload basis.

By 1960, there was a leveling off of the number of classes and enrollments.

At the same time administrative procedures had been improved, including a new enrollment form giving more information about the enrolled student, a revised filing system, a revision of the instructors manual, and statistical studies that improved the prediction of successful classes.

Higher grade point averages were being made by the students in credit courses than in the past.

On July 1, 1961, Carl Booton was appointed Co-ordinator of Evening College and Extension Classes. Carl Booton had been an instructor in Government and a Class Supervisor since September 8, 1958.

#### **Extension Art Student Conference—1961**

On May 20, 1961, the first conference for Extension Art students was held with the cooperation of the Department of Architecture and Allied Arts.

An art exhibit was composed of one work by each student attending the conference.

The art course enrollment for the fall semester was 167 in eight classes in 1961. Further expansion required finding qualified instructors.

#### **Increase Evening Class Enrollment—1963**

During 1963, 2,973 students registered in the evening class program. This was a 32 percent increase over the evening class participation in 1962.

Special and academic non-credit courses accounted for 71 percent of the increase; the Extension art program had spread to 24 communities and accounted for 26 percent of the increase; and the remaining three percent was in enrollments at the Fort Riley Extension class center.

## **Conferences and Short Courses**

#### **University Conference Coordinator—1957**

In April of 1957, the office of the Coordinator of Conferences and Institutes became the official conference coordinating office of the University.

The staff consisted of John E. Kitchens, Coordinator, and a Clerk-Stenographer II. On September 1, 1957, a second person was made available to this program for .3 time.

A change of procedure was gradually made from the various academic departments of the University being responsible for conferences within their fields

to a centralized office having this responsibility.

The early efforts of the Coordinator were those of "housekeeping" for a conference to assistance in conference program planning. Assistance was extended to organizations which were beyond the limitations of the campus.

By 1961, the staff consisted of two full-time faculty positions, one full-time Extension Representative I, one full-time secretary and one secretary .3 time.

Conference planning was tied closely to the academic department concerned.

### **Plan Conference Facilities—1950's**

The physical facilities for conferences were at

Kansas State University often inadequate. Some planning had been done for additional facilities at the K-State Union. During 1961, 48 conferences were held with 9,577 adults participating.

## **Community Services**

The community service programs established by Home Study in 1934 created an interest in planning community programs with the assistance of College personnel qualified to give such assistance. A Community Services Section was developed to meet the need.

This work was largely on a consultation basis by helping the people to identify their needs and locate the resources needed to make the community progress desired.

### **Community Program Service—1935**

In 1935, a Community Program Service was developed. Two students, with the aid of federal funds appropriated to the college, were employed under the supervision of Dr. B. H. Fleenor of the department.

The programs were prepared especially for County Farm Bureaus, Farmers' Union groups, and Parent Teachers Associations of city and local schools.

The programs consisted of business meeting suggestions; mock trials; readings; songs and music; home talent plays; club programs (literary and educational); pageants; tours and picnics; stunts, games and contests; high school service; book reviews; and hobbies.

More than 8,000 monthly community programs were distributed upon request and to a special mailing list.

### **Group Discussions—1935**

Group Discussions was another added activity in 1935. Dr. Gemmell was selected as the Kansas State College representative to attend a conference on forums and general discussion groups called by Henry Wallace, Secretary of the United States Department of Agriculture (USDA), for February 4-7, 1935.

Following the conference, Dr. Gemmell observed 65 discussion groups, 14 of these were personally conducted and six closely checked.

In general, Dr. Gemmell found that:

- 1) Groups should be limited to 12 to 15 persons.

- 2) Group members should have a common interest.
- 3) Youth and maturity did not mix well.
- 4) Trained leaders were most successful.
- 5) No matter how large the group, the number of active participants was about the same.

Supervision of the program continued for four years. By then the idea was generally accepted and used.

### **Develop Community Service—1960**

By 1960, this program had developed into four areas:

- 1) A Speakers Bureau composed of faculty members who were willing to meet with groups of all kinds in a liberal education program.
- 2) Community program development by working with specific organizations in their effort for community betterment.
- 3) A Public Affairs program composed of a discussion program designed to help people more thoroughly understand the vital issues facing the country.
- 4) A Rural program involving regional art exhibits, demonstrations and instruction in painting, and selection of pieces of art to be exhibited at special statewide events.

### **KSU Speakers' Bureau—1960**

Each year faculty members at KSU were contacted by letter to ask if they were interested in being listed as a member of the Speakers' Bureau and to bring their list of topics up to date.

The Speakers' Bureau list was then prepared and distributed to organizations, schools and other groups in the state interested in obtaining speakers from Kansas State University.

### **Ministers For Community Develop.—1960**

During 1960, community development work was conducted in Barton, Rush and Ellis counties in a program initiated by local ministers with the cooperation of the National Lutheran Church Council. Participants included County Extension Agents,

mayors, city managers, bankers, attorneys and the ministers.

### **Rural-Urban Art Program—1960**

The Rural-Urban Art program in 1960 was directed toward the Centennial Art Program conducted in 1961 as a part of the Kansas Centennial. A special effort was directed toward the appreciation of art.

Many county art exhibits and, five district exhibits were held, and a final art exhibit was displayed in the Kansas State Union November 19 through December 3, 1961.

### **Community Efforts—1961**

In 1961, the Coordinator of Community Services taught a graduate course, Education 816, Adult

Education. He also taught a Home Study course in Rural Sociology and was revising a course in Community Leadership.

In 1961, service was given to a variety of community efforts such as a Health Education Conference, a Council on Human Relations, community forums, community evaluation meetings, and the Rural Area Development program.

### **Great Decisions—1960-61**

The Public Affairs effort in 1960 and 1961 was devoted largely to the "Great Decisions" program.

These world affairs discussion groups were conducted in many Kansas communities with seven hundred people participating.

## **Technical and Special Services**

### **Rural Electric Job Training—1955**

In 1955, two instructors in Rural Electrical Job Training were employed under a cooperative arrangement with the State Board of Vocational Education and the Kansas Rural Electric Job Training and Safety Association.

This was an off-campus instructional program in group development, individual development, and leadership development. The first instructors were Harry Malmedal, appointed January 24, and James E. Roberson, appointed February 1, 1955.

By the end of the year, the instructors held 155 group classes with employees of 36 rural electric cooperatives and an attendance of 1,297 people.

Instruction included:

- 1) Use of rubber gloves, hard hats, and clusters in relation to safety.
- 2) Use of rubber gloves when working on energized lines.
- 3) Heat exhaustion.
- 4) Pole climbing equipment.
- 5) Pole handling.
- 6) Oil circuit reclosers and sectionalizers, their maintenance and repair.
- 7) Resuscitation procedure for utility personnel, first aid.
- 8) Hot line tools and their use.

Due to a misunderstanding of the cooperators, the program of Rural Electrical Job Training was discontinued at the end of June 1956 but was reinstated January 1, 1957.

J. C. Gates, Job Training and Safety Itinerant Instructor, was appointed January 1, 1957, and Russell Savage, with the same title, was appointed March 1, 1957.

In 1957, the instructors conducted an educational program for 319 rural electric utility employees in 175 sessions for 857 class hours. Instruction in the field was also given in all phases of line construction, maintenance and repair of hot lines.

Informational leaflets and reports were prepared and distributed by the instructors.

### **Hot Line Training Schools—1959**

A meter school was first held on campus in 1958. A new hot line demonstration area was established on University land in 1959 with examples of all types of line construction.

During 1961, instruction included:

- 1) Adequate grounding of vehicles and equipment in the vicinity of live lines.
- 2) Use and care of hydraulically operated rotating telescope booms.
- 3) Safe practices concerning the use of aerial baskets and platforms.
- 4) Air operated tree trimmers and saws.
- 5) Safe practices when using power brush grinders.
- 6) Safe maintenance of primary circuit control devices.
- 7) Installation and maintenance of three-phase gang-operated pole topswitches.

- 8) Safe switching practices on primary lines.
- 9) Installation and maintenance of primary capacitors.
- 10) Use and care of secondary current transformers in metering heavy loads.
- 11) Paralleling transformers.
- 12) Periodic testing of rubber gloves and rubber goods.
- 13) Good driving practices and vehicle operation.

The 1961 Hot Line Training Schools were held in September with 145 men attending the four two-day schools.

### **Regional Art Exhibits—1956**

The Rural-Urban Art Program was conducted under the heading of Special Services in 1956. Regional art exhibits were held at Winfield, Pratt, Scott City, Norton and Holton with 340 works exhibited by amateur artists.

This program continued until 1960 when Community Services carried the program much as in the past. The emphasis in 1961 was on a Centennial Art Program in which 450 pieces of art were entered by amateur artists in five regional exhibits.

### **Art Demonstrations—1957**

Staff members of the Department of Architecture and Allied Arts presented demonstrations at each regional exhibit with 500 artists participating.

From the regional exhibits, 67 works were selected for the 1957 Farm and Home Week exhibit.

### **Painting of the Month**

A Painting-of-the-Month series was shown in the libraries in Plainville, Colby, Hugoton, Dodge City, Kinsley, Great Bend, Stafford, Wellington and Douglas.

### **Food Service Classes—1958**

This program was initiated in February 1958 with Bessie West as the food service trainer. Contacts were made with many organizations responsible for serving food to groups larger than families.

On the basis of information obtained, a series of food service classes were organized and taught in four locations. Instruction consisted of six two-hour class sessions and individual conferences.

Enrollees included employees of hospitals, nursing homes, school lunch rooms, restaurants and colleges. Instruction included meal planning, food and equipment purchasing, management problems, sanitation, and food preparation and services.

At the end of 1960, this program was discontinued for lack of funds. The original plan was that the fees collected would support the program.

Because of the small number of potential participants and their inability to leave their work to participate in class instruction for sufficient time to give the instructor opportunity to do a thorough job of teaching, Bessie West recommended that state funds be made available for approximately one-half of the cost of the food service training program.

### **Music Extension—1962**

In 1962, a Music Extension instructor was employed part-time in cooperation with the Department of Music, Kansas State University.

The new program included master recital clinics, a sacred music workshop, and music Extension classes. Plans were made for music appreciation education to be added later.

### **Civil Defense Education—1963**

During 1963, two contracts with the Office of Civil Defense were in effect. One contract provided for a grant of \$13,590 to develop an instructor's guide, a student text, teaching aims, and art work for a course in "Teaching Methods and Techniques."

The materials were to be used on a national scale by the Office of Civil Defense to give basic guidance in developing volunteer personnel into better civil defense instructors.

A second contract carried a grant of \$59,600 for the 1964 fiscal year to conduct 15 seminars for public officials, 14 classes in Radiological Monitoring for Instructors and 14 classes in Shelter Management for Instructors.

The objective was to greatly enhance the program for emergency preparedness by motivating action by public officials through understanding and to provide technological training for lay people who would, in turn, teach others the skills to be performed for Civil Defense in their local areas.



A total of 897 persons participated in the program during the first three months of its operation.

### **Special Program Emphasis—1964**

During the reporting period, Kansas State University signed a contract with the Office of Civil Defense, Department of the Army. This contract called for state-wide instruction, in cooperation with the Kansas Civil Defense Office, in three areas as follows:

- 13 Shelter Manager Instructor classes—graduated 270 instructors.
- 14 Radiological Monitoring Instructor classes— graduated 371 instructors.
- 16 Seminars for Public Officials— attendees, 1341

In addition to the contract fulfillments, the KSU staff made numerous presentations on radio and television, and before small civic and educational

audiences. This helped recruit people for the training programs, and provided additional educational programs for the laymen.

Classes continued to carry maximum registrations with excellent participation and a gradual upgrading in student quality. A number of the conferences were being handled cooperatively with Richard Jepsen, Extension Specialist, and the Continuing Education Civil Defense staff.

This was the first joint effort between the University Extension Civil Defense Training Program and the USDA effort known to exist, and it was being carefully observed by Office of Civil Defense officials.

The Department of Continuing Education's Civil Defense training and informational program, although provided for by yearly contracts, was expected to exist indefinitely in accordance with the philosophy of the Office of Civil Defense.

## **State-Wide Reorganization for Administration of Services**

In the early 1960's, the Board of Regents authorized a commission of educators from outside the state to study the system of higher education in Kansas, including Extension work.

The commission issued its report, "The Eurich Report," named after the commission chairman. A portion of the report dealt with the coordination of academic Extension work as conducted by the various state institutions of higher education.

### **Appoint Extension Commission—1962**

In 1962, as a result of the recommendations in the Urich Report, the Board of Regents appointed an Extension Committee composed of the:

- President of Kansas State University, chairman.
- Chancellor of the University of Kansas.
- President of the Kansas State Teachers College, Pittsburg.

The committee made a preliminary report to the Board of Regents in October, 1963. At the Regents meeting on March 15 and 16, 1964, the Board reviewed and accepted a revised report.

### **Board of Regents Minute—1963**

In October, 1963, the committee of University presidents appointed by the Board of Regents submitted specific recommendations in regard to the Eurich Report.

As a result of the recommendations and subse-

quent deliberations by both the Presidents' group and the Board, the Regents in March, 1964 approved a minute which included the following points:

- 1) Extension work in the state would be under the guidance of a coordinating committee of University presidents chaired by the president of Kansas State University.
- 2) A Director of Academic Extension would be employed and located at the University of Kansas.
- 3) A Director of Non-Academic Extension would be employed and located at Kansas State University. (No attempt was made by the Board of Regents to define or explain the terms "Academic" and "Non-Academic" Extension.)

No further action was taken in 1964, either to define, organize, or implement this minute of the Board of Regents.

### **Implications for KSU—1963**

The portions of the report pertaining to Continuing Education at Kansas State University were:

- 1) That major responsibility for correspondence study be assigned to the University of Kansas with all basic courses to be offered by the University and the other five institutions under the Board of Regents as provided in the aforementioned report.
- 2) As recommended in the aforementioned

report, that this state Director of Extension not have responsibility for on-campus adult classes for credit during evening hours and on Saturdays nor for on-campus conferences, seminars, and other programs conducted for the benefit of adult and other non-student groups.

- 3) That each of the six institutions under the Regents maintain programs of off-campus academic Extension but that these programs be subject to direction and coordination by the State Director.

Implementation of the new coordinating program moved slowly. The Director of Academic Extension as provided in the Committee's Report was employed 1965.

The new proposals seemed to have no immediate effect upon the work of the Department of Continuing Education, Kansas State University.

### **Continuing Education—1964**

The Director of Kansas State University's Division of Extension had administrative responsibility for both the Cooperative Extension Service and the General Extension Service (Continuing Education) of the University.

Of significance in the Administration of Continuing Education during 1964 was the resignation of the head of the Department, Roman Verhaalen who became Dean of Extension and Associate Director of the Cooperative Agricultural Extension Service at West Virginia.

John Kitchens, Coordinator of Conferences and Institutes was appointed to succeed him as Head of the Department.

### **Program Areas—1964**

Continuing Education was organized into five areas of program responsibility:

- 1) Office of Community Services.
- 2) Office of Conferences and Short Courses.
- 3) Evening College and Office of Extension Classes.
- 4) Office of Home Study.
- 5) Office of Technical-Special Services.

The offices of Community Services and Technical-Special Services were administered under one Coordinator, while the remaining three offices had individual coordinators.

In addition, Continuing Education administered such special grant projects as the:

- 1) Office of Vocational Rehabilitation research

and training for counselors of the rural blind contract with the United States Department of Health, Education and Welfare.

- 2) Job training and safety education for employees of rural electric cooperatives.
- 3) Civil defense instructor training under a contract begun in 1963 with the office of Civil Defense.

There were at least three main purposes for the activities of the Department of Continuing Education:

- 1) The department attempted to provide opportunities for working adults, and other citizens not privileged to attend college, to work toward a college degree by offering college level credit courses.
- 2) The department contributed to the cultural atmosphere, educational achievements and general service. Examples of this second category would be the Speakers' Bureau, commencement speakers' bulletin, and "Great Decisions."
- 3) Continuing Education was attempting to provide continuing educational opportunities for professions in Kansas. This effort had been mainly carried on through an on-campus conference program.

The most important new program initiated in the Department of Continuing Education in the early 60's was related to continuing education for professional people, over the entire state.

### **Establish Other Extension Services—1965**

Steps were taken during 1965 to establish both a state-wide Academic Extension Service and a state-wide Industrial Extension Service in Kansas.

Reference was made in the 1963 Administrative Report to the efforts made in coordinating all Extension work among the state universities and colleges. This was based upon a special study, the Eurich Report, published by the Board of Regents late in 1962.

The Eurich Report made no specific mention of the role of the Cooperative Extension Service, but did recommend a state-wide General Extension program affecting all the state universities and colleges.

### **Regents Take Action—1965**

The passage of Title I of the Higher Education Act of 1965 changed this plan somewhat. A state-wide Director of General Extension was appointed at Kansas University and the budget transferred to his office.

Continuing Education became a separate division at Kansas State University.

The Regents took the following specific steps:

- 1) Formalized the Coordination Commission of Presidents but recommended that it be composed of the president of Kansas State University as chairman; the chancellor of the University of Kansas; the president of Wichita State University; the president of one of the three State Teachers Colleges; the president of Washburn University; one president representing the private colleges in the state, and one president representing the junior colleges of the state.
- 2) Appointed Dr. Howard T. Walker, Director of General Extension at Kansas University as State Director of Academic Extension.
- 3) Established Continuing Education as a separate division at Kansas State University effective July 1, 1966. The Director of Cooperative Agricultural Extension no longer served as Director of Continuing Education.
- 4) Consolidated all correspondence work at state universities and colleges in the new Academic Extension Office at Kansas University effective April 1, 1966.
- 5) Made the Director of Academic Extension responsible for scheduling all Extension Classes offered by state universities and colleges.
- 6) Transferred budgetary support for these functions from the other schools to this new office effective July 1, 1966.
- 7) Took steps to prepare the State Plan for General Extension necessary to qualify under Title I, Higher Education Act of 1965.

#### **Statewide Industrial Ext. Service—1965**

In 1965, the Board of Regents established a statewide Industrial Extension Service at Kansas State University, under the directorship of Dr. John

Sutherland. He answered to the Dean of the College of Engineering at KSU.

He became director of the State-wide Industrial Extension Service in which the University of Kansas, Wichita State University, Kansas State University and the three state colleges at Hays, Emporia, and Pittsburg cooperated.

The Governor designated the Kansas Research Foundation as the agency responsible for preparing the state-wide qualifying plan for the Technical Services Act of 1965. These funds implemented the state-wide Industrial Extension Service.

In 1966 Dr. Sutherland resigned and was replaced by Kenneth Razak.

#### **Continuing Education Separates—1966**

On July 1, 1966, the Division of Extension at Kansas State University was separated into two separate divisions: The Division of Continuing Education with John Kitchens as Director, and the Division of Cooperative Extension with Harold Jones as Director.

Administratively, Continuing Education answered to the Vice President for Academic Administration of the University, and the Cooperative Extension Service, answered to the Vice President for Agriculture.

No administrative procedure was established by 1966 for the coordination of the three Extension Services on the campus. However, the three Directors met periodically to explore ways in which specific projects might be implemented on a cooperative basis.

#### **Cooperative Extension Goal—1967**

One of 13 goals that the Cooperative Extension Service sought to achieve in 1967 was:

Adjust to the organizational change inherent to providing across the board Extension services and programs designed to place the services of the entire Land-Grant College system at the disposal of the people.

**A complete list of personnel in Continuing Education is included in Volume II, Chapter 6, Extension Personnel, pp. 78-82.**

# EMERGENCY FARM LABOR

1943-1947

## Contents

<b>Emergency Situation</b> .....	268	<b>Job Instruction Training</b> .....	270
Kansas Farm Labor Survey—1943 .....	268	<b>Publicity and Information</b> .....	271
<b>Women's Land Army of</b>		<b>Wheat Harvest Labor</b> .....	271
<b>Volunteer Farm Workers—1943</b> .....	268	Organize Harvest Labor Program—1945 .....	271
Change Program Name—1945 .....	268	Plan Cooperative Program—1946 .....	271
Train Women Volunteers—1943 .....	269	Interstate Farm Labor Conference—1946.....	272
<b>Prisoners of War</b> .....	269	Great Plains Wheat Tour—1947.....	272
<b>Mexican Nationals and Jamaicans</b> .....	269	Wheat Harvest Labor Program—1947 .....	272
<b>Victory Farm Volunteers</b> .....	270	<b>Personnel in Emergency Farm Labor</b> .....	Ch. 6: 82

## Emergency Situation

Let the 1943 wheat harvest wait three weeks, and the loss would be 20 percent—a loss of 26,000,000 bushels, or enough to feed the entire United States Army for a year.

But Kansas did have enough labor, and the wheat was harvested on time.

### Kansas Farm Labor Survey—1943

A Kansas Farm Labor Survey was conducted late in 1943 to determine the source of the labor supply.

Significant findings were:

- 1) An increase of nearly 10 percent of in-county workers; a corresponding decrease in out-of-county and out-of-state workers.
- 2) A decrease of men in the 17-27 age group of farm workers decreased, while those in the 28-37 age group increased.
- 3) A decrease of nearly four percent in hired labor, while exchange labor increased over three percent.

## Women's Land Army of Volunteer Farm Workers—1943

In later years, many farm workers came from the cities. Women also took men's places on some kinds of farm work.

The Women's Land Army, volunteer workers from many sources, sprang up during 1943. The farm labor survey revealed this information:

- 1) The number of females working on farms increased nearly five percent. Two percent were daughters of farmers, and two percent more wives helped with the farm work.
- 2) Three percent more housewives did outside work.
- 3) Nearly ten percent of the female farm workers in 1943 were non-farm reared compared to 1942.
- 4) Eighty-five percent of the female farm workers operated farm equipment, ten percent did other farm work, and five percent did farm chores only.

The Extension Service placed approximately 1,000 women in farm homes or on farms. Others were farm women or friends located by farm families.

### Change Program Name—1945

The following paragraph, quoted from the 1943 report, indicated the significance of women helping with farm work:

The accomplishments of the Women's Land Army program will not be measured in 1943 by the number of women enrolled in the organization, but by the general change of attitude in the state toward women and their place in agriculture during the war labor shortage.

Further publicity and recruitment will draw out many urban women to join this army. Training in 1943 was almost entirely done on the farm.

Home Demonstration Agents devoted 140 days working with the emergency war program.



The term "Women's Land Army" did not prove to be popular. Therefore, in 1945, the activity was referred to as "Women's Division of the Farm Labor Program."

No formal enrollments were made among women. Women were encouraged to offer their assistance wherever it could be used effectively.

Many friends and relatives of farm families offered to help. More than 40,000 women made some contribution to the farm labor program during 1945.

#### **Train Women Volunteers—1943-45**

Ethel Self, employed June 20, 1943, organized a training program for women volunteers and also conducted demonstrations on easier ways to do specific jobs which were the responsibility of farm women in the home as well as in the garden.

Extension Home Economics Specialists assisted women helping with the farm labor program by providing suggestions for safe work clothing, time saving techniques in sewing, home health, safety in the home and on the farm, harvest meals, labor saving methods, and making the best use of garden products.

Ethel Self was transferred to the regular home management project at the end of 1945. The annual reports for 1946 and 1947 did not contain further discussion of the part women played in providing an adequate supply of labor on Kansas farms.

However, many women continued to volunteer until the war veterans began to return home to add to the total labor supply.

## **Prisoners of War**

Two permanent war prisoner camps were located at Camp Phillips near Salina, and at Concordia.

A total of 1,000 prisoners worked approximately 40,000 hours for Kansas farmers during 1944. The prisoners were dependable and willing to help with farm work.

In 1945, 14 prisoner of war camps were operated in Kansas. They were in Butler, Cloud, Douglas, Ellis, Franklin, Marion, Mitchell, Morris, Morton, Reno, Riley, Saline, Wabaunsee and Wilson counties. A total of 2,360 prisoners were located at the camps.

In addition to the farmers, some food and feed processors used prisoners of war, including:

W. J. Small Company, (alfalfa dehydrators).

Elk Valley Mills.

Cerophyl Laboratory.

Columbus Foods Company, Lawrence

Kaw Valley Potato Growers.

Branch Experiment Station at Hays.

In general, the users of the prisoners estimated that their production was doubled by the use of the prisoner of war labor.

The annual reports do not state the date on which the availability of prisoner of war labor program was terminated but apparently they were not available in 1946.

## **Mexican Nationals and Jamaicans**

Mexican Nationals and Jamaicans were available for farm work during 1946 and 1947.

Doniphan and Finney Counties used 265 Mexican Nationals.

Coffey, Cowley, Dickinson, Pawnee, Saline, Sedgwick, Sumner and Wyandotte Counties used 250 Jamaicans in 1945.

In 1946, 307 Mexican Nationals were used by:

Garden City Sugar Company.  
Earl Brookover, Ulysses.

Kelsey Nurseries, St. Joseph, MO.

Rollie Clemence, Abilene.

W. J. Small Company, Neodesha.

George Terwilliger.

George Smith, Scott City.

During 1947, 432 Mexican Nationals were used by six operators in the same areas as in 1946. A rest camp was established at Garden City where the Mexicans could headquarter between jobs but was soon discontinued as it was not needed enough to justify it.

## Victory Farm Volunteers

Victory Farm Volunteers was another source of emergency farm labor. In 1943, County Extension Agents from 87 counties reported a total of 10,046 boys and girls had helped with farm work. The farm labor survey indicated that more than 20,000 rendered such service.

Kansas school administrators cooperated in recruiting and training Victory Farm Volunteers. Boy Scouts recruited and organized a work camp program.

Some high schools organized a part-time farm work program in which boys helped farmers on a part-time basis.

Manhattan high school sent out 130 boys, 110 of them town boys, to farmers in the vicinity to shock sorghums, haul feed, fill silos, harvest sweet potatoes, ship cattle, and snap corn.

Vocational agriculture instructors trained town boys for farm work. Implement dealers also helped in a training program.

In 1945, 12,461 youth worked on farms in Kansas. The farm labor survey also indicated that the youth worked 637,710 days and earned \$1,113,705.

Some boys worked the entire summer on the same farm while others joined the wheat harvesters and worked from the south to the far north during the summer.

W. O. Stark was employed March 19, 1945 to give leadership to the Victory Farm Volunteer program. It continued until November 30, 1947.

Repair of farm machinery and building labor-saving devices were emphasized during 1946.

County Extension Agents, superintendents of schools, and vocational agriculture instructors were contacted in regard to the possibility of special training in the school shops for farm machinery repair.

Extension Engineering Specialists prepared a bulletin containing instruction for making more than 40 labor-saving devices. Those bulletins were supplied to the high schools for instructional purposes.

Blueprints showing the construction details for each labor-saving device were prepared by Extension Engineering. More than 6,500 copies of the blueprints were furnished the high schools upon request.

Each high school cooperating in the program was awarded a "Certificate of National Service" by the Extension Service.

A similar program was continued in 1947 although the war had come to an end. Many of 141 participating high schools exhibited their work at county and state fairs, which continued through the years.

## Job Instruction Training

Job Instruction Training (JIT) was a ten-hour course, was given to 16 state Extension staff members in 1944, who in turn, gave the training to County Extension Agents and leaders.

The course consisted of training in teaching how to do a job by carefully organized step by step instruction and demonstration. This "JIT" course was used for many years in all fields of instruction where work with the hands was involved.

In 1945, Job Instruction Training was modified and called "Job Method Training" (JMT). The training was given to ten state staff workers who conducted training classes over the state.

Rice County was used as a pilot county for training with women. Ethel Self trained 18 farm women who returned two months later for an "experience meeting."

Some of the statements made by the women after the two months of labor saving effort included:

- 1) Placed three garden hoes at advantage points.
- 2) Made a four-row marker and planted two garden rows at a time.
- 3) Worked out in JMT detail a method of clearing and washing dishes.
- 4) Illustrated the present kitchen arrangement with future plans; now utilizing a service wagon until more complete remodeling.
- 5) Saved ten minutes per meal in dishwashing procedure. That would equal 180 hours per year.
- 6) Placed a cleaning kit upstairs.

## Publicity and Information

The principles developed in Job Instruction Training and Job Method Training were continued by the Home Management Specialists through the years.

Publicity and Information service for the farm labor program was provided in cooperation with the Extension Information Department.

Elbert Macy was employed as an Assistant Extension Editor, August 1, 1943, November 10, 1945. Richard Cech assumed responsibility for publicity on November 10, 1945.

The publicity was promotional in nature to enlist the interest of persons in a position to help with farmwork. Newspaper reporters were taken on field trips so they could gain first hand information for use in their newspapers.

Feature stories in papers and magazines of state-wide circulation were used occasionally to give people a report on the manner in which persons from many walks of life were helping on the farms.

Metropolitan newspapers also carried the need for farm labor, especially during the summer months.

Radio stations were used extensively during the summer months to direct farm workers to areas in greatest. Thirteen stations aired spot announcements during the wheat harvest season.

In 1947, the publications prepared and issued illustrated the varied nature and extent phase of publicity and information included:

- 3,000 Farm labor report cards.
- 3,000 Each of 25 farm labor-saving equipment plans.
- 2,000 Check lists for home made farm equipment.
- 2,500 Request cards for farm labor.
- 8,000 Labor-saving equipment leaflets on working heights.
- 5,000 Cupboard shelves.
- 5,000 Simple method of ironing a shirt.
- 5,000 Low Ironing Board.
- 5,000 Household cleaning kit.
- 3,000 Home repair kit.
- 5,000 Kansas Custom Combine Guide for Operators.
- 5,000 Farm Labor Bulletins.
- 5,000 USDA bulletin, Great Plains States Combine and Labor Guide

## Wheat Harvest Labor

Wheat harvest labor had not been a problem since the advent of the combine until the shortage of labor brought about by World War II. During 1944, the need was met largely by volunteers from cities, by men who had sought retirement, and by women and girls from the homes and small towns.

### Organize Harvest Labor Program—1945

In 1945, however, the situation demanded a more organized program for recruitment and to aid in an orderly movement of labor and machines from areas where the harvest was being completed to the areas in most urgent need of men and machines.

To meet that need, a State Harvest Labor Office was established in Great Bend, the center of the wheatbelt. It operated from June 11 to July 31, under the supervision of E. H. Leker, Assistant State Farm Labor Supervisor. Each day, Leker received a report on the wheat harvest progress and labor needs from each county.

In turn, County Extension Agents were advised of the areas to which labor and machines that were no longer needed should be directed. Daily releases to the press and radio included similar information.

In 1945, by that program, 22,462 labor placements were made; 5,779 custom combine placements made; and 4,790 trucks directed to the areas where needed.

### Plan Cooperative Program—1946

In preparation for the 1946 wheat harvest, plans were made with the following agencies:

- 1) Six district meetings for County Extension Agents and labor assistants in the wheat belt.
- 2) State Corporation Commission relative to foreign trucks operating in Kansas.
- 3) State Weed Supervisor relative to weed seed inspection of combines at state line ports of entry.

- 4) State Border Patrol Supervisor relative to movement of combines and trucks through ports of entry.
- 5) State Highway Commission for road maps showing construction and detours.
- 6) Contacted all Ports of Entry through which labor would pass.
- 7) U. S. Weather Bureau office for direct reports.
- 8) Associated Press concerning press releases.

The Great Bend Farm Labor Office was operated from June 3 to July 20 under the supervision of W. O. Stark, Assistant State Farm Labor Supervisor.

The 1946 wheat harvest was earlier than usual and somewhat at the same time throughout the wheatbelt of the state. However, advance publicity was sufficiently effective and the supply of labor and machines adequate enough to complete the harvest without delay.

Ports of Entry from Arkansas City west to Elkhart reported 6,248 combines crossing the state line from Oklahoma.

The County Agents in the wheatbelt reported placements of 15,832 farm laborers, 5,209 combines, and 3,256 trucks during the wheat harvest.

#### **Interstate Farm Labor Conference—1946**

Cooperation with other states included a farm labor conference with the Oklahoma officials prior to the Kansas wheat harvest, and the Nebraska labor representatives visited the Great Bend office to observe the procedures used.

A Great Plains Farm Labor Conference was held

in Denver early in the season to coordinate the programs in all Great Plains states.

The placement program for the 1947 harvest season was conducted in a manner similar to previous years.

Fourteen radio stations made spot announcements in addition to the information given the press.

The Great Bend office was again under the supervision of W. O. Stark, from June 2 to July 30, 1947.

#### **Great Plains Wheat Tour—1947**

Prior to the harvest, a Great Plains Wheat Tour was conducted under the supervision of E. H. Leker, North Central States Farm Labor Director.

Kansas, Oklahoma, Colorado, Nebraska, South Dakota, North Dakota, Montana and Canada representatives participated from April 29 to May 2.

The Tour started at Wichita and included western Kansas counties, the Branch Experiment Station at Hays, and the main Station at Manhattan.

#### **Wheat Harvest Labor Program—1947**

During the 1947 season, 8,048 combines cleared the Ports of Entry. Placed during the season by County Extension Agents and others were 7,756 combines, 18,776 laborers, and 4,799 trucks.

Following 1947, the State Employment Service handled the wheat harvest labor program with the cooperation of County Extension Agents and county farm labor representatives. The service had proved to be of great value to wheat farmers and was continued through the years.

**A complete list of personnel in Emergency Farm Labor is included in Volume II, Chapter 6, Extension Personnel, p. 82.**



# LAND USE PLANNING

1936-1945

## Contents

<b>Early Development and Organization</b> .....	273	<b>Extension Studies</b> .....	276
Land Use Planning Procedure—1936.....	273	Study Agents' Perception—1946.....	276
Responsibilities for Land Use—1939 .....	273	KSAC Radio Listeners Survey—1947-48.....	277
Program Development Schedule—1939.....	274	<b>Unified County Program</b> .....	277
State Land Use Committee—1938.....	274	<b>Planning with the People</b> .....	277
State Land Use Subcommittees—1938-46 .....	275	<b>Public Policy Decisions</b> .....	278
<b>Land Use Mapping</b> .....	275	Public Policy Issues—1946 .....	278
<b>Individual Farm Plan</b> .....	275	Flood Forum—1951 .....	278
Unified Program Planning—1940's .....	276	Public Policy Approaches—1953 .....	278
Drop Federal Support —1944 .....	276	<b>Program Projection</b> .....	279
Neosho Valley Watershed .....	276	<b>Personnel in Land Use Planning</b> .....	Ch. 6:83

## Early Development and Organization

Land Use Planning was brought into being officially when C. R. Jaccard was appointed Extension Economist in charge of Land Use Planning July 1, 1936. Prior to that time, Jaccard had served as a District Agricultural Extension Agent.

He had devoted much effort to assisting agricultural leaders to plan together on a county and area basis.

Jaccard's first activity in a county was in 1928 when he was serving as County Agricultural Extension Agent in Clay County.

A county-wide survey was made for the dual purpose of determining the effectiveness of the Extension Service program and to secure data of value in planning an Extension program for Clay County.

As District Agent, Jaccard organized area conferences for leaders in the Dodge City and Hutchinson areas to:

- Study the situation.
- Agree on existing problems.
- Develop possible solutions to those problems.

### Land Use Planning Procedure—1936

The procedure developed for land use planning included the selection of leaders by Type-of-Farming Areas which had been established in Kansas several years previous to the establishment of the land as a planning project.

Each County Farm Bureau, at its annual meeting, was asked to elect or otherwise designate three leaders to serve on a Type-of-Farming Area Land Use Planning Committee.

Later, at a Type-of-Farming area meeting of the leaders from each county in the area, two area leaders were elected to serve on a State Land Use Planning Committee. The Area Committees and the State Committee met twice each year.

The first representatives on the State Committee were elected for terms varying from one to three years in 1940. As a terms expired, members were elected to three-year terms on the state committee.

### Responsibilities for Land Use—1939

The Land Use Planning program involved District Extension Agents and Specialists to develop an Extension Service program planning procedure.

A letter by Director H. Umberger, August 16, 1939, to Department Heads and District Extension Agents defined the responsibilities of each Extension person involved. It said:

In the final consideration of the project for area planning, it is necessary for us to take into consideration the enclosed schedule for program development.

It seems desirable at this time to call your attention to certain realignments or perhaps to define more clearly the individual responsibilities in connection with the area planning project.

The development of this project is the responsibility not only of the Project Specialists but of the administrative officers as well.

- I. The County Agent, and consequently the District Agents and Supervisors, are responsible for:

- A. Preparation:
  - 1) The organizing of community and county committees (Election of township officers, etc.)
  - 2) County committee training school.
  - 3) Community planning meeting.
  - 4) County planning clinic (in cooperation with project leader).
  - 5) Reviewing reports of clinic in the county.
  - 6) Reconciling report in area meeting.
- B. Investigation
  - 1) Physical survey and land classification.
  - 2) Economic Survey.
- C. Intensive Development
  - 1) Community meetings to refine report.
  - 2) Writing county unified program.
- II. Specialists and District Agents are responsible for:
  - D. Unification
    - 1) Starting program in action.
    - 2) Checking program accomplishments.
    - 3) Revising programs annually.

In the present stage of the area planning program not all counties are involved in the same degree and consequently it is the immediate responsibility of the Area Planning Project Leader, Supervisors of Specialists, and District Supervisors to prepare an operating schedule for each county to be included in the area planning program for 1940.

At this time, or in other words in the beginning stages, it will be an intricate administrative problem to orient and relate the area planning responsibilities with the other programs for which Extension is responsible. Eventually, however, area planning if it establishes itself expected will become as routine as our other administrative activities.

These various responsibilities must be concluded rather definitely by the time the Extension Conference begins. In arranging the Extension Conference program adequate time should be allowed for the explanation of this schedule to the County Agents and the Extension Service workers as a whole.

The District Supervisors, the schedule committee, and the project leader should realize at this

time the necessity of anticipating and properly providing for the scheduling and adequate accomplishment of all of the factors which must be taken into account in next year's area planning program.

The foregoing letter is an example of the clearcut manner in which Director Umberger gave specific instructions to the persons responsible for the planning and execution of a program. He then expected those persons to carry out their responsibility in every detail.

### Program Development Schedule—1939

A "Schedule for Program Development" was developed by the Specialist. The various activities were scheduled as follows:

December & January	Annual County Farm Bureau meetings Community and county meetings on project work
January	Area Meetings for Land Use Planning Committees
February	Community meetings for Land Use Planning Community and County meetings for project work
March	County Land Use Planning Committee meeting. Area Land Use Planning Committee meeting.
April-May	State Land Use Planning Committee meeting
June-July	Project field days and tours
August	Community Land Use Planning meetings
September	Extension specialists meet with project leaders
October	County Farm Bureau Boards check progress to date
November	Community Land Use Planning meetings State Land Use Committee meeting

### State Land Use Committee—1938

The State Land Use Planning Committee in 1938 was composed of four representatives from each Type-of-Farming Area.

The committee members represented:

- 1) County planning committees.
- 2) Agricultural Conservation Associations.
- 3) County Farm Bureaus.

- 4) County Extension Home Economics Advisory Committees.

The committee also had a State Executive Committee composed of state representatives of various agencies with statewide programs in the State, including:

State Director, Forestry Service.  
State Supervisor, Vocational Agriculture.  
Farm Security Administration, Regional Office.  
General Agent, Farm Credit Administration.  
State Coordinator, Soil Conservation Service.  
Director, Experiment Station.  
Executive Secretary, Agricultural Adjustment Administration .  
Director, Extension Division.  
State Director, Farm Security Administration.  
State Land Use Planning Specialist, Bureau of Agricultural Economics.  
Director, State Planning Board.  
  
Water Resources, State Board of Agriculture.

### **State Land Use Subcommittees—1938-46**

The State Land Use Planning Committee was divided into subcommittees according to the work being considered that particular year. For example in 1938 for the November meeting, these subcommittees were designated:

Methods of Procedure and Plan of Work.  
Water Facilities.  
Agricultural Adjustment Administration.  
Soil Conservation Service.  
Southwest Kansas.  
Southeast Kansas.

In 1946, the subcommittees were:

Social and Economic Adjustment.  
Tenure, Credit, and Land Values.  
Soil, Range, and Forest Conservation.  
Production Capacities.  
Health.  
Housing and Living Requirements.

## **Land Use Mapping**

Land use mapping was given much time in the early stages of the program. Data supplied by various agencies working in an area were supplied to the county land use planning committees.

The State Board of Agriculture data included crop yields, livestock numbers, crop acreages, and livestock trends for each county.

The Soil Conservation Service supplied soil maps and suggested use for the various soil types.

The Farm Security Administration supplied client maps, data on federal emergency expenditures, and loans from 1933 to that date.

Committee members drew upon their own experiences to identify unsatisfactory situations and to consider corrective measures to be considered.

In 1938, intensive mapping was completed in type-of-farming areas 1 and 2 in Southeast Kansas (15 counties). Maps showed the locations of highways, cities, streams, grassland, cropland, and possible waste land.

The area maps were used as a basis for recommendations concerning proper land use for the various soil types and the condition of the land.

## **Individual Farm Plans**

Individual farm plans were the crux of the entire land use planning program since any adjustments in the use of the land would be made by the individual farmer.

Each County Land Use Planning Committee, with the area maps available, started a program of individual farm land use planning.

It was coupled with assistance available from the various governmental and state agencies with

a program related to the of problems of individual farmers.

For example, the Agricultural Adjustment Administration program contained incentive payments for the important practices recommended to improve the soil and its productive capacity, and/or the shift of land use from soil-depleting to soil-conserving practices.

Individual farm planning continued with assistance from the Agricultural Conservation Program, the

Soil Conservation Service, and the Farmers' Home Administration.

### **Unified Program Planning—1940's**

All of the foregoing planning work became known as "Unified Program Planning" as the planning involved various agencies directing their efforts toward a unified land use program.

By 1944, the Wartime Extension Activities in Land Use Planning, then referred to as "Agricultural Planning," were directed to adjustments in the future or post-war period.

Four phases were given attention in 1944:

- 1) Planning for Kansas State College.
- 2) Planning the state agricultural program.
- 3) A survey of post-war rural purchases.
- 4) Establishment of veterans agricultural advisory committees.

### **Drop Federal Support—1944**

By 1944, as a result of wartime pressures, the Federal support for the Land Use Planning program was withdrawn.

The emphasis in Kansas was shifted to a program of Agricultural Planning, an overall planning program involving all State and Federal agencies with a program that reached rural families.

Quotations from the 1945 annual Extension Report included:

At the end of the 1945 calendar year there are 51 unified county agricultural programs completed. The State Agricultural Planning Committee outlined needed information which the Experiment Station and Extension Service should provide for farmers.

In 1944, an agreement was made with the Kansas Industrial Development Co. mission regarding publishing a post-war survey. The survey of farmers' intentions to buy during the first two post-war years was made through the Agricultural Planning program.

Tabulation and analysis of the survey were finished in the spring of 1945 and the publication called "Kansas Dollars" was distributed by the Industrial Development.

Discharged veterans were advised to contact county Agents, if interested in farming. The County Veterans Advisory Committees established in 1944 were ready to give assistance to veterans interested in farming.

### **Nesoho Valley Watershed**

The Neosho Valley Watershed flood control survey was resumed in 1946 to plan a program that would protect farm incomes by a reduction of crop losses due to floods, and reduce flooding by use of soil conserving practices which retarded the runoff of rainfall.

## **Extension Studies**

Extension studies were reactivated during 1946 with the Program Planning Specialist as chairman and 15 other members serving on the committee.

The committee considered and recommended a continuous program of studies to determine conditions where improvements could be made and to provide scientific criteria for Extension activities.

The work of the Extension Studies Committee during the next decade led to the establishment of the position of Coordinator of Extension Program Development.

The Land Use Planning Specialist became the Coordinator in 1957.

In the meantime, County Extension program planning became a responsibility of the District Extension Supervisors, and became most effective, prior to 1957, in the field of home economics.

### **Study Agents' Perception—1946**

In 1946, at the time of the Summer Planning Conferences, a study was made of the Agents' conception of the program planning project to date.

The specialist reviewed the work completed and the procedures recommended in county Extension program planning.

A questionnaire was then completed by each agent. The analysis of the questionnaires showed very little differences in the responses of agents of different ages or experience.

The apparent differences were between agricultural Agents and Home Demonstration Agents. The Home Agents expressed a greater confidence in the local people being able to agree upon solutions to problems that had become apparent in program planning.

The Agricultural Agents' answers to certain questions indicated that they felt local leaders needed much guidance to help them arrive at the problems which the leaders believed to exist in their county. The conclusion of the program planning study was that more attention should be given to procedures and objectives for the planning program.

#### **KSAC Radio Listener Survey—1947-48**

During 1947, a study was made of the extent to which farm families listened to Radio Station KSAC, the college station. Random geographic areas were used for interviewing.

Only rural families were personally interviewed. Two assistant agents and the Specialist in made the interviews. The analysis of the accumulated data gave these results:

1) Eighty percent of the farm families listened to KSAC sometime during the year.

- 2) Fifty-five percent of the women listeners and 40 percent of the men listeners obtain farm and home broadcasts from no other radio station.
- 3) Of the families who listened, 26 percent were able to recall improved practices they attributed to Station KSAC.
- 4) Representatives of all income levels and of all educational levels listened to KSAC daily.

A continuation of the radio study in 1948 gave further information of value to Extension workers:

- 1) Listeners include all income and educational levels, and families with no children to families with several children of all ages.
- 2) The most favorable times to reach farm families is before 7:30 a.m., at noon, or in the evening.
- 3) People like to listen to dialogue with definite ideas. They dislike reading from bulletins, generalities, and monotone talks.

## **Unified County Programs**

A Unified County Program was developed in each county in due time. Objectives were established for farm management and family living.

An example of the objectives were those of the Reno County Unified Program completed in 1945:

- 1) Develop a home building plan for families.
- 2) Secure a County Health Unit and unified health program.
- 3) Make adjustments in rural highways to meet changes in school districts.
- 4) Develop a rural life association.

- 5) Establish a livestock-feed crop balance.
- 6) Improve management of dairy herds.
- 7) Develop a flexible beef cattle wintering program.
- 8) Establish year-round pasture plans.
- 9) Develop a complete soil and water conservation program.

Substantial progress was made in each of the Reno County objectives in 1946. The 1946 Annual Report of the Agricultural Planning Specialist contained a copy of the unified program as developed in Atchison County.

## **Planning with the People**

Planning with the people rather than for the people was the primary objective in the Agricultural Planning Project.

In addition to the several county and community organized groups in each county, many State councils, advisory groups, agencies, and Federal agencies gave assistance.

These groups included:

- 1) Kansas Agricultural Council on Research and Education.
- 2) Kansas Home Demonstration Council.

- 3) Extension Advisory Committee on 4-H Club Work.
- 4) Kansas Committee on 4-H Club Work.
- 5) State Committee on 4-H Camping.
- 6) State Camp Executive Committee.
- 7) Endowment Association of Kansas State University.
- 8) Kansas Rural Life Association Directors.
- 9) Kansas UNESCO Council.
- 10) Kansas Livestock Association.
- 11) Kansas Crop Improvement Association.



- 12) Kansas Wheat Improvement Association.
- 13) Dairy Breed Associations.
- 14) Inter-Breed Dairy Council.
- 15) Kansas Poultry Improvement Association.
- 16) Kansas Poultry Industrial Council.
- 17) Kansas Turkey Federation.
- 18) Kansas State Horticultural Society.
- 19) Kansas Florists Association.
- 20) Kansas Bankers Association.
- 21) National Livestock Loss Control and Prevention Board.
- 22) Inter-Agency Steering Committee on Irrigation Development in Kansas.
- 23) State School Lunch Committee.
- 24) State Safety Council.
- 25) Kansas Committee on Relation of Electricity to Agriculture.
- 26) State Fire Prevention Committee.
- 27) Frozen Food Locker Association.
- 28) State Health Councils and Associations.
- 29) Blue Cross & Blue Shield Organization.
- 30) Kansas Farm Bureau.
- 31) Kansas Grange.
- 32) Kansas Farmers' Union.
- 33) Farmers Equity Union.
- 34) Kansas Cooperative Council.
- 35) Farmers Commission Company.
- 36) Friends of Extension.
- 37) Kansas State USDA Council.
- 38) County USDA Councils.
- 39) Production and Marketing Administration.
- 40) Soil Conservation Administration.
- 41) Veterans Administration.
- 42) State Bureau of Veterans' Affairs.
- 43) U.S. Bureau of Reclamation.
- 44) Kansas Livestock Sanitary Commission.
- 45) Federal Crop Insurance Corporation.
- 46) Farmers Home Administration.
- 47) Farm Credit Administration.
- 48) U.S. Bureau of Agricultural Economics.
- 49) U.S. Bureau of Animal Industry.
- 50) Rural Electrification Administration.
- 51) Missouri Valley Development Program.
- 52) Federal and State Geological Survey.
- 53) U.S. Bureau of Entomology and Plant Quarantine.
- 54) State Board for Vocational Education.
- 55) Kansas State Board of Agriculture.
- 56) State Board of Health.
- 57) Tennessee Valley Authority.

## Public Policy Decisions

Public policy discussions became a part of the Program Planning project in 1946. One training school in Public Policy Discussions was given to all Extension workers at each Summer District Conference in July.

### Public Policy Issues—1946

Material on four topics was prepared for use at winter meetings of local rural discussion groups. The cost of township and county roads, school consolidation, and medical facilities and services were included in the topics for discussion.

### Flood Forum—1951

A Flood Forum was conducted on the campus on November 27-28, 1951, as a result of a public demand that the University do something about the control of floods following the disastrous floods of July, 1951.

The president of the University appointed a committee to plan an educational program of flood control,

"Land, Water and People."

A series of seven meetings were then held over the state to reach larger numbers of people. Emphasis was placed upon the development of small watersheds as a means of holding more water on the land during periods of excessive rain fall.

That effort was quite successful as measured by the large watershed development program during the decade following the original forum in 1951.

### Public Policy Approaches—1953

In 1953, lessons were prepared and leaders trained in Public Policy discussions for home demonstration units. The lessons, used in 15 counties, included these topics:

- Trade or Aid.
- Our Community.
- Civil Defense.
- Citizenship.

How To Read the News.  
Land, Water, and People.

Two other new approaches to public policy discussions were made in 1953:

- 1) Copies of radio talks on public policy were distributed upon request with a steadily enlarged mailing list.
- 2) County Extension Agents were given a demonstration in public policy discussions dur-

ing the program for the Fall Outlook meetings held on a district basis.

Public Policy Discussion work was continued as a phase of Program Planning until 1956, when the Extension Specialist went on a special Federal Extension Service assignment.

The Extension Public Policy program was renewed July 1, 1961, with the appointment of an Extension Specialist in Public Affairs.

## Program Projection

Program Projection was introduced in the Extension program in 1956 with a regional conference in Chicago. Program Projection was the term used for a nation-wide effort in Extension program planning.

A committee composed of Supervisors was selected, with C. R. Jaccard as chairperson, to develop a

procedure for Kansas. The committee decided to use "pilot" counties, four in each supervisory district.

Plans were developed to provide each county with factual data from the various state agencies, in addition to data to be collected in surveys in each county.

**A complete list of personnel in Extension Land Use Planning is included in Volume II, Chapter 6, Extension Personnel, p. 83.**

# RURAL SERVICE

1914-1922

## Contents

<b>Purpose and Policy—1915</b> .....	280	Pageant At Assemblies—1915-17 .....	282
Scope of Program .....	280	Assemblies During WWI—1917-18 .....	282
Organization Leader Training .....	280	Assemblies After WWI—1919 .....	282
<b>Rural Service Organization—1918</b> .....	281	Correspondence Study Work—1915 .....	282
Department Relationships .....	281	<b>Overall Accomplishments</b> .....	283
Emergency Extension Agents—1918 .....	281	First Year Accomplishments—1915 .....	283
Programs At Camp Funston—1919 .....	281	Department Achievements—1920 .....	283
Community Welfare Assemblies—1915 .....	281	<b>Discontinuance of Department</b> .....	283
		<b>Personnel in Rural Service</b> .....	Ch. 6: 83

## Purpose and Policy—1915

The purpose of the Rural Service Department, as given in the 1915 annual report, was to awaken and maintain an interest in rural community welfare in whatever manner it could best be accomplished.

The term "welfare" as used here does not refer to a program of aid to the needy persons of families, but rather to the welfare of a community and the organizations in it.

When the department was established it was the only agency in Kansas that gave special attention to this type of work.

The policy was not to organize welfare clubs or associations, but to place the work of the department before the organizations that already existed in the hope that those organizations would take up some of the proposed welfare programs.

In cases where local people were anxious to secure welfare organizations, assistance was given to help them coordinate the forces that existed in the community.

The 1920 annual Extension Report included this statement about the character of the work of the department:

The Rural Service Department functions throughout the State of Kansas in the realm of community organization and development. Instruction is given by lectures, correspondence, and by personal conferences on community building and cooperative organization.

### Scope of Program

The Director's report for the year ending June 30, 1915, included an organization outline with the following headings for departments: Agriculture, 25 men; Engineering, five men; Home Economics, six women; Correspondence Study, three men; Rural Service, one man.

Under the Rural Service heading were these areas of work:

- Social Centers
- Welfare Clubs
- Rural Libraries
- Assisting Rural Churches
- Church Conventions
- Lecture and Loan Bureau
- State Conferences and District Conferences for Rural Leaders
- Community Programs - Chautauquas, Institutes

### Organization Leader Training

Early contacts were made with leaders who had been assembled in church conferences, Teachers' Institutes, school board meetings, Farmers' Institutes, Granges, country churches, commercial clubs, community welfare meetings, and rural life conferences.

In 1915, Walter Burr, assistant Director of the Rural Services Department, gave 302 lectures in 124 different communities in 56 counties.

During 1915, five district conferences were conducted with leaders representing rural ministers, county superintendents, and teachers.

Each conference was for two or three days and was attended by from 15 to 25 leaders.

Agricultural and Home Economics Specialists showed how project work along certain lines would be of benefit to a community.

A school for rural leaders was held at Kansas State College of Agriculture in July, 1914, and was attended by 200 people, 66 of whom were rural ministers. Rural welfare projects were emphasized with special attention given to rural economics.

## Rural Service Organization—1918

A Rural Service Organization Section of the Farm and Home Week program had been developed by 1918. Many organizations with a rural program sent delegates to participate in the lectures and conferences.

The Grange, Farmers' Union, the Farmers' Institutes, the County Farm Bureaus, rural churches and rural schools were represented. Every organization was intent upon the development of a program that would be helpful in the war effort.

In the 1919, the Rural Organization section of the Farm and Home Week program discussions were devoted to:

- Community Music.
- Special Post-War Problems.
- Community School Development.
- Community Agricultural Development.
- Community Problems.

Community Sings and Community Recreation were also developed as a part of the Rural Service program, made available on a special booking basis.

### Department Relationships

The Rural Service Department served as a general information agency for all services offered by the Division of College Extension. For example, rural ministers and school teachers were told about the work of the County Extension Agents, the Specialists, and the County Farm Bureaus.

Rural leaders were especially interested in the work of the Extension Highway Engineer. The Home Economics and Home Study services were also brought to the attention of rural ministers, teachers, and leaders.

### Emergency Extension Agents—1918

The World War I years made it possible for many lectures to be given on the county emergency programs.

In 1918, special work was done in Rush, Cowley, Osage, Coffey, Pottawatomie, Jewell, Jackson, Douglas, Wabaunsee, McPherson, Rice, Barton, Sumner, Harper, and Dickinson counties. Assistance was given to the organization of a County Farm Bureau in Cloud County and in Douglas County.

The State Council of Defense drafted the Rural Service project leader to train leaders to give talks on food production in the war effort. Reports from

922 meetings held by those leaders gave an average attendance of more than 300 persons.

### Programs at Camp Funston—1919

In 1919, following the signing of the Armistice late in 1918, a large army of men, many young men from farms, were stationed at Camp Funston near Manhattan.

Lectures were given to interested groups at the camp on subjects that would be helpful to the men as they returned to their farm homes.

Twenty-three such lectures drew a total attendance of 13,780 servicemen. As a result of those lectures, by cooperation between the military authorities and the officials of Kansas State College, arrangements were made whereby a proportion of the men in camp could be transported to the College for specialized training.

Approximately 1,000 men received that service at Kansas State College of Agriculture and about 6,000 additional men received some of the same work at the camp. The Director of Rural Service arranged and scheduled the speakers and classes.

### Community Welfare Assemblies—1915

The Community Welfare Assemblies were a feature of the work of the Rural Service Department. They began in 1915 and continued through World War I.

Those assemblies were conducted in communities showing sufficient interest to subscribe \$150 to defray the expenses.

The assemblies were three days in length and, the first year, were conducted in five communities.

The assembly programs consisted of the following:

Each forenoon, a lecture and demonstration in Home Economics for the women and a play hour for the children.

In the afternoon, one period of community singing, one lecture on community welfare, and a lecture on rural education from the community standpoint.

A story and game hour was conducted during the afternoon for the children by a Specialist in plays and games.

Each evening after a half-hour of community singing, an agricultural lecture was given to show the application of some fundamental principles in agriculture to farming in the community.

That lecture was followed by an illustrated lecture on community welfare and one educational moving picture film.

### **Pageant at Assemblies—1915-17**

On the last evening of the community welfare assembly, a pageant entitled, "The Folks Who are Building Kansas, the Heart of the Nation," was given by the men, women, boys and girls who had been attending the community assembly for the three days.

They were trained for the pageant during the play hours conducted for the children and during special practice periods.

In every community where one of the assemblies was held, the consensus was that they were as entertaining as the more formal form of community entertainment.

In addition, they were productive of far more suggestions for constructive work in community development than could possibly have been received in the same length of time in any other way.

In 1915, there were five assemblies, 15 assembly days, with a total attendance of 5,873 persons.

### **Assemblies During WWI—1917-18**

During the war years, the community assemblies were directed to practical war-effort activities.

Programs consisted of instruction in agricultural production, demonstrations in war breads, canning, drying, Red Cross clinics, and other timely topics.

The pageant presented on the last evening was of a patriotic nature.

In McPherson County in 1917, the assembly was conducted early in the summer. At that time the leaders decided to have a great county-wide pageant on July 4.

More than 800 people were trained in 11 community centers to take part in the pageant.

For the Indian scenes more than 50 horses were used by the men and boys from the farms. The rural people showed a great interest in the presentation.

A chorus of 250 persons from the city of McPherson and a number of bands took part in the final presentation. The pageant was witness-ed by more than 9,000 people.

### **Assemblies After WWI—1919**

In 1919, a series of Community Building Forums

were organized. Each forum consisted of four numbers or sessions.

Each session consisted of lectures by Extension Specialists on subjects of vital importance to that particular community.

With variations to fit the particular community, the lectures emphasized:

- Community cooperation.

- Finances of the schools.

- Cooperation among the organizations of the community.

- Programs of the County Farm Bureau and the Extension Service.

Because of the outbreak of flu, some of the forums were canceled.

### **Correspondence Study Work—1915**

Early in the work of the Rural Service Department, 1915, a correspondence course was conducted with fifty-one rural ministers.

A few libraries of well chosen books were secured in a number of communities. They were the basis for a reading circle to acquaint the country people with country life literature.

The Department also collected a very complete file of publications on all phases of rural organization, which was used as a source of information for communities sending in requests.

A pamphlet entitled "Community Welfare Clubs" was published and distributed on request.

At the end of the war years, during an outbreak of a very severe flu epidemic, correspondence was again used to give people the assistance on various phases of rural organization programs.

In 1919, 3,446 personal letters were written on a variety of subjects including:

- Community committees for the County Farm Bureau.

- Rural high school organization.

- Community buildings.

- Organization of cooperatives.

- Agricultural reconstruction.

- Farm labor.

- Rural church organization.

- Rural lecture courses.

- Community picnics.

- Rural Organization section of the Farm and Home Week program.



## Overall Accomplishments

### First Year Accomplishments—1915

In 1915, after one year of operation, the Director of the Rural Service Department in his annual report stated:

The biggest result of the work, although intangible, has been the awakening of a general interest throughout the state in rural community welfare.

Since the department was organized, other institutions and organizations have become active and rural communities themselves that have had no direct correspondence or connection with the Department have started community welfare movements.

Rural churches in the state in large numbers have begun to adjust their work in a new way to meet community conditions.

Rural schools have developed rapidly along community lines and there can be no doubt that a share of that development can be attributed to the activities of the Department.

One result worth noting is the inquiries that come from other states where leaders have heard of the work of the department and wish to establish similar departments.

The number of residents of the state directly interested in the work of the department would probably best be indicated by the number who have asked for information and other assistance.

This would approximate at least one thousand and does not include the members of local organizations with the officers of which this department is in touch.

It can conservatively be estimated that at least 500 communities have adopted suggestions made by the department. All of the addresses given have been full of concrete suggestions and recommendations as to practical activities in community welfare.

As many of these addresses have been given before bodies of leaders such as ministers, school teachers, and school superintendents, they no doubt have gone out to their own communities to conduct work in their own way.

It would be impossible to estimate how many

of these have, in their rural communities, adopted suggestions made in the addresses, but that the number is large is certain.

### Department Achievements—1920

The annual report for 1920 gave these accomplishments:

- 1) During the past year special emphasis has been given the establishment of rural high schools and assisting them become real community centers.
- 2) The relationship of the County Farm Bureau and the County Agent movement to rural institutions was especially emphasized and assistance given in bringing about local community action.
- 3) A three-week meeting was held for rural pastors at Baker University at Baldwin, Kansas. Thirty-two lectures by 18 Extension Specialists were given to the 90 influential leaders of Kansas communities.
- 4) Arrangements were made for fourteen College representatives to give commencement addresses in 50 Kansas communities.
- 5) The Director of Rural Service presented a series of lectures at Teachers' Institutes in Ford, Gray, Finney, Clark, Meade, and Pawnee counties to a total of 1,460 teachers.
- 6) Rural High School Lyceum Courses were organized and presented in 26 communities. The courses consisted of five numbers dealing with community advancement. The average attendance was 150.
- 7) Rural Organization in its various aspects was discussed in 47 communities during 1920, with an attendance of 13,445.
- 8) Newspaper and other publicity was used, especially during the flu epidemic, to reach many leaders with current suggestions during the year. Approximately 3,000 personal letters were written to individual information and advice on rural organization work in their communities.
- 9) Community choruses were given assistance in the Wakefield, Stockdale, Wamego, and White City communities.

## Discontinuance of Department

The department was discontinued June 30, 1922. The discontinuance was due, in part, to recommendations in the Federal Extension Inspector's report, after

the examination of the report and financial records of the Rural Service programs in 1920.

The Inspector's Report included these paragraphs:

Rural Organization—Walter Burr, Leader

This is a full-time Extension Specialist project receiving \$2,840 of Smith-Lever funds. Prior to May, 1914, when Mr. Burr began this type of work in Kansas at the invitation of H. J. Waters, President of the College, he had been engaged in rural church work in Pottawatomie County, Kansas. He was in similar work in both city and country for fifteen years previously in Illinois and California.

Mr. Burr described his first work in Kansas as an endeavor to settle some church scraps and as a forerunner of Extension organization.

Mr. Burr did much work in assisting the organization of new high schools. That work was designed to help unite agricultural communities. Most requests for assistance came from communities with poor schools.

Mr. Burr gave about one-half time to school organization work. Other correspondence required about one-fourth time, and the balance of his time was given to miscellaneous work, giving lectures and organizing and participating in conferences.

Some teaching work was done by Mr. Burr usually temporarily until someone could be obtained to handle the courses.

The Inspector, in 1920, had difficulty in tying Mr. Burr's work to that for which Smith-Lever funds were to be expended. Therefore, his recommendation was: "If the College desires to continue Rural Service work, it should be carried on with funds other than Smith-Lever."

*Contributing Authors. The primary contributing authors on the activities in these four Past Programs, prior to 1964, was Earl H. Teagarden (as recorded in his published series, **Kansas Extension Service, from 1868 to 1964**), and after 1964, was Robert L. Johnson, Extension Training Specialist.*

**A complete list of personnel in Rural Service is included in Volume II, Chapter 6, Extension Personnel, p. 83.**