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EVALUATION PROJECT OF THE SPECIAL STUDY  
ON PRINCIPLES, ORGANIZATION AND METHODS OF EXTENSION  
WORK IN THE UNITED STATES MADE BY THE AGRICULTURAL  
EXTENSION LEADERS FROM INDIA, SPONSORED BY  
THE FORD FOUNDATION

By

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BACKGROUND INFORMATION

The program and itinerary for this group of agricultural leaders from India was developed through the cooperation of the Government of India, the Ford Foundation, the United States Department of State, the United States Department of Agriculture and the Land Grant Colleges.

The duration of study was for two months, from August 22, 1952, until October 23, 1952.

The group consisted of twenty-one men representing twenty-one of India's states and an additional two leaders who represented the Central Ministry of Food and Agriculture of the Government of India.

The purpose of the study was to provide the recently appointed State Extension Directors and the Central Extension Commissioner of India an opportunity to study the growth and present state of development of the Extension Service in the United States for the purpose of visualizing what in the United States Extension experience might have application to India in its present program on increasing food production and raising the general level of family and village living.

The objectives of the study were as follows:

- 1. To make a study of U. S. Extension philosophy - - - - - 20 %  
"Helping People to Help Themselves"

The broad objectives of the U. S. Extension Service evolves from the idea that more work can be accomplished for more people in less time if the extension worker devotes his time and efforts toward planting constructive ideas in the minds of rural people and then incites them to voluntary action for the individual and collective benefit of people of the village or community.

- 2. To study U. S. Extension principles - - - - - 30 %

Principles of working with people and influencing people to accept recommendations and change practices of farming and homemaking, which have evolved from U. S. experience and which might if properly adapted have application in India.

- 3. To analyse U. S. Extension techniques - - - - - 20 %

Techniques, methods, and procedures, commonly used in the U. S. Extension work which offer the greatest possibility of being adapted to conditions in India.

- 4. To learn about U. S. Extension evaluation - - - - - 10 %

To study U. S. Experience with evaluation as a means of measuring the effectiveness of the Extension Service in reaching people and in getting them to adopt new or improved practices of farming or homemaking.

- 5. To study U. S. training services for Extension Work - - - - - 10 %

To study U. S. experience with and present thinking about the importance of in-service training and training in colleges for extension work.

6. To examine U. S. Extension Organizational structure - - - - - 5 %

To learn how the U. S. Extension Service is organized within the U. S. Department of Agriculture and about the relationship of Extension to public health, credit agencies and other agencies serving rural people.

7. To study the organization and functions of the Land-Grant College - - - - - 5 %

To observe the plan of organization and functions of the Land-Grant College noting the inter-relation of resident teaching, research, and extension and how these three functions of the college serve rural people.

The program for this group was developed cooperatively by:

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Douglas Knaminger, Ford Foundation  
Melvin Fox, Ford Foundation  
Charles Weitz, Institute of International Education  
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## INTRODUCTION

The following series of evaluation interviews was taken with each of the twenty-three Agricultural Extension Leaders from India as we moved across the United States on their tour of observation.

Each man was extremely cooperative in this project. I feel that they were sincere in their comments of what they felt was the value of their tour and in their suggestions or criticisms which, for the most part, are constructive.

This is a long report and I do not wish to make it any longer with my own comments. However, as an introduction to each interview I have tried to summarize the points which I feel are food for thought in working out training programs for any large group of people coming from a culture quite different from ours.

The only comment I wish to make here is that, as you will see from the interviews, there was a great deal of value in the study program for this group of Leaders from India. The cooperation, friendliness, and helpfulness they found everywhere was excellent. I have no doubt that each of them returned to India with many, many ideas to mull over and work out in terms of his own conditions and his own culture. There are examples of this all through the interviews.

It is a fairly universal human characteristic not only in the United States but all over the world to be continually looking for ways of doing things more effectively, even though that which has been accomplished has been good. That, therefore, is the spirit and philosophy behind this evaluation project. Technical assistance is such a difficult, but tremendously important task that I believe we all are interested in ways to make it more effective, especially in the development of training programs for people coming from an entirely different culture than our own.

I hope, therefore, that this series of interviews can give us some clues for ways and means of improving an already good job of developing and carrying out training programs.

MR. B. P. AKHUARY

Mr. Akhuary is Director of Extension for Bihar State, India. He is a very well trained agricultural technician and received much of his university education in Wales and England. He is 43 years old. He has worked as Assistant Director of Agriculture for Bihar State for over four years. He was also Deputy Director of Agriculture and was for ten years in charge of State Farms and Extension work in North Bihar. He was also an Administration Officer in charge of all the state farms and cropping for one year.

His suggestions are that before plans for a group are made "it should be found out how far and well up they are in the extension work in their own country and plans should be made up from that". He is saying, I feel, that the group should participate in the development and carrying out of its own program. This brings out one of the problems of a large study group and that is lack of opportunity for participation. One of the basic principles of Extension philosophy is to encourage participation and this, if possible, should be one of the principles of any group training program.

How participation is to be encouraged and fostered is not any easy problem but the effectiveness of any training program can almost be measured by the degree of participation of the members. In the program for the Indian Extension Leaders I feel there was not enough time for much participation in the form of evaluation discussions which they themselves could lead. As Mr. Akhuary says, "... instead of going around from place to place and getting a panoramic picture it would have been better to devote considerable more time to a few typical items of extension work in order to get thoroughly acquainted with the details." In other words, the program was a busy one, going from one place to another, from one lecture to another, and participation and "getting details" suffered.

Mr. Akhuary mentions in connection with Missouri that being tacked on to a county agent's fixed program for several days was of much value in seeing theory in practice. He feels that more of this type of training would be most valuable. He also mentions the value of seeing the low cost rural housing program in Tuskegee, community development and the TVA in Tennessee, and the reasons for extension's failures among the American Indians.

Mr. Akhuary's interview is also extremely interesting in his description of what he believes to be some of the problems that extension work faces in India.

INTERVIEW WITH MR. M. P. APRIANI  
DIRECTOR OF EXTENSION SERVICE  
Bihar State, India

Q. When you arrived in the United States what were your personal objectives for this study trip?

A. I would like to see how the extension agricultural division is functioning and in what way, and to what extent we can take up some of the items for our state with advantage. It is a method of working. The ideal behind it and the philosophy of extension judged on the background of what it was before when the extension service was started here would make us realize as to the extent and the procedure we should adopt to suit our conditions. A good deal of this has been explained to us both at Washington and at Knoxville and we are beginning to get at the bottom of the problem. It is very difficult at this stage as to what are the items we can take up but the philosophy seems to be all right and we agree there. (How do you mean?) I mean the philosophy of extension work as I understand is to start the work from where it stands from the time you begin and also to give those items top priority which the cultivators would need to improve their agricultural and general standard of living. (Do you have any other objectives?) What I have mentioned to me are top priority but obviously your extension work has been giving all around orientation for improving the farmers conditions as a whole. In my state would like to give top priority to the problems concerning increased food production. That doesn't necessarily mean that we should neglect the other items which go to make a farmer's home happy and prosperous, but it only means that we should take up those items as and when the right time comes for their introduction.

The different kinds of farming like grass land farming, row crop farming, truck farming, vegetable growing, etc., we are interested in learning about but most of us, especially those who have been trained in western countries know something about this and it would be very useful to us if the actual working of the extension service workers is shown to us. In other words, instead of a county agent being tacked on to our program, we would have much liked our group to be tacked on to a county agent's fixed program in one or two places so that we could see their normal day to day work. We want to see the actual work of the county agents and how he tackles his problems and the work of the specialists and his work. So far we have not seen this. We have seen some farms and so on but the main objective of our trip has not yet been approached. Dr. Walcott did, however, help us to understand how the different workers work. We have also studied in Washington how the different divisions of the extension service and the federal government work and coordinate with the different states. But we would like to know what is the duty and working of the Director of Extension in each state and we haven't got that yet.

Q. What are some of the problems that you face in extension work in your state?

A. Well, in extension work as I understand here one has to be ready with the usable results of research which could be given out to the farmers with advantage to them. But in my state we have some very useful information on certain items and quite a lot of such recommendations also which may not be taken up by the cultivators because they may doubt their efficacy. So the first thing for us there is to make sure that these recommendations are well proved recommendations which will be taken up enthusiastically by the farmers once they know and see for themselves the results on their own crops and fields. This boils down to that we must have demonstrations of what we recommend conducted on the farmers' fields. All these recommendations must be economically sound and must be conducted in a series of steps to make the cultivator realize the benefit of adopting further recommendations.

The most important problem of my state is of providing irrigational facilities on the land for growing crops. We may do quite a useful work towards this end. We have not to demonstrate to them that water for irrigation is required because they all know it, but we must be ready with recommendations as to the quantity of water required, the frequency of irrigation required, the time of irrigation to be given for different crops under different soil conditions in relation to different rotation of crops. On this line, not much work has been done in my state, but the beginning has been made and it is expected that recommendations on these will be coming forth soon. The next important problem in my state would be multiplication and distribution of improved seeds. This problem is also being tackled and we have taken up concentrated areas where we propose to make them change their seeds to improved seeds within three or four years. The next problem would be of disease and pest control towards which also a beginning has been made and a number of demonstrations conducted which were very much liked by the cultivators. Lastly, the soil conservation and soil fertility has got to be worked out on a rational basis towards which soil testing and manuresal experiments are being conducted throughout the state and contour trenching and contour ridging is being taken up in the southern parts of the state which is hilly with undulating surface. The problems of agriculture if it is to be faced properly, one cannot neglect the animal husbandry because it is the bullocks which are used for cultivating our land and they have to be improved for improved agriculture. For this, the state has started a new department of animal husbandry and is trying to improve the local breeds for agricultural purposes and also for milk production. (Do you have any problems in getting cultivators to be receptive to new ideas?) If your recommendations are good and are such which would show them the good effect at once and are economically sound, that is to say, will give them more money, they are quite willing to accept these, but any long term improvement like rotation of crops to improve fertility would not be very appealing to them. Also before they accept anything they actually like to see for themselves and they will not take you on your word however expert or specialist you may be. For instance, wherever we have shown them pest control measures effectively their demand increased considerable for that, but unlike the farmers of this country, the ordinary cultivator there is not in a position to buy costly equipment or store the insecticides in their own homes.

(Why is it that you are interested in extension working and organization here?) To start with, the state has a very small department of agriculture and it was only during World War II that the food problem came in the forefront that the department expanded considerably under the name of the Grow More Food Section. Prior to this, the department had also a skeleton research section and used to carry on a few demonstrations on the cultivators fields. These demonstrations were increased when fresh grounds were available for particular crop improvement like sugar cane and jute, but on the whole the system of working which was subject to the scanty funds available couldn't deliver the goods. Now, this everyone realized that the result of research should be made available to the cultivators and towards this what was intended was a more intensified campaign in selected areas so that these demonstrations with their good results may become table talk of that locality and people may adopt these recommendations in that entire area. Accordingly, on the suggestion of the Government of India intensified areas were selected and to certain extents the staff mobilized from other areas were deputed to other areas for work. Following that, the Ford Foundation scheme came into the picture according to which more intensified staff had been put in concentrated areas of the state and now the Government of India has launched community projects in selected areas of the state where not only a staff is intensified but also separate money has been granted for different items of work to be done there. Now, with all the things of this type it is very desirable that we should know in what way and in what manner money is being spent here and the staff working for the extension service -- their method of work. That doesn't necessarily mean that we should employ a staff to the same extent that is being employed here, or that

we should spend the same amount of money that the U.S. Government spends here. But this will give us the fundamental working of the extension service department here and on that we will have to find out and arrange our working that would suit the local conditions as well as the finance available for this work in our states. In short we would like to improve upon, if that is possible, to what is being done in the work of the extension service here.

One of our problems is that the first job of the extension worker is to gain the confidence of the people where he is working. They must be able to take him as one of them. In order to gain this confidence quickly he needn't confine his activity to recommended agricultural practices but should do something more human. For instance, help the cultivator with a sick father, anything like that. Also it is very important that the man could talk in their language and live as they live in that locality. He has to share their sorrows and joys and really mix with them. Then only can you create the confidence so that your practices are accepted. Also, we must remember that the extension worker sacrifice many of his comforts for his work and he should be duly paid for this.

Q. What was the value to you of the study in Washington D.C.?

A. The value was to see the general working of the department, both at the federal and on the state level. We learned that there is a director here. Under him there are several divisions working, for instance, on subject matter, information, field coordination, and so on. We learned that in what way the federal staff helps the states, the main functions being that they get all the projects from the states, scrutinize them and approve of them and then grant them money for the different projects. In the course of the year they see that money is usefully spent and they generally do not bother for slight variation. They also arrange conferences and meetings between different states to exchange ideas and informations. They also send their specialists if and when required by the states and also when they want to teach new items of work. They have got a big research station there where the problems are tackled and again tested in their regional stations distributed throughout the states. We visited Maryland and visited some farms with the county agent to see how he conducts his work, but to me it seems that not really very much is required to induce the farmers to accept his advice. That, as we were told, was due to the fact that confidence in the county agent has already been established and once that is done it doesn't take him a lot of doing to convince the farmer of his recommendations. (Did you pick up any ideas that might be useful to you in your own work?) Mostly it was getting ideas of the general picture. Actually I learned one thing in Baltimore which was new and that was breeding of a small turkey and feeding chickens with dried cow dung. These were new things to me.

Q. What suggestions do you have for ways the study in Washington might have been improved?

A. Not any. It was very well done.

Q. What was the value to you of the study in Tennessee?

A. Well, what I didn't pick up. I'll give you that first. TVA has given you power and plenty of electricity and you have been able to develop lots of big industries in the area and also giving electricity for home consumption, but I would have liked to see in what way electricity has helped to develop the small industries and the cottage industries. Then, of course, we have learned that good thing that when you use a river or a lake for power in Tennessee it is better advisable to take up the entire length and its tributaries in order to control the entire area. The only danger of a river and taking channels out of it will be your short lived if you do not take the entire length and its tributaries in order to control the entire area as otherwise



the river bed may get silted up and the whole project go wrong. That was one thing which struck me very much, that the TVA program was worked out from the total point of view. I would have liked to know there the total money spent on this project and the benefit derived in terms of money so far. Then we would have an idea of if we could spend so much, how much we would benefit from it. One other good thing which I could take from their state is the work of the TVA projects in the form of test farms, etc. They are easily taken up under the control of the extension service. There is no need to work in two different water tight compartments. We have the DVC and so it is quite feasible that their extension service work could be done by the extension service department of the state for which the DVC would pay the necessary funds and give the necessary staff. Similarly, such work done for different cash crops as sugar cane and jute can again be taken up by the extension service people of the state government department and those committees should provide the funds and the staff. We saw community development which was interesting. We already have this in existence in our villages as a part of village life. It would be a good thing to start some such organization in a village or a group of villages where the younger generation are made to interest themselves in the agriculture work of the villages. Towards this end a beginning has been made and at several places land armies have been organized. This land army constitutes the youth of the village community. Apart from this we are also forming village councils to plan and organize agricultural improvements. The community development functions seem to me that primarily they are meant for influencing the authorities concerned for taking up certain work which individually they couldn't approach. In my conception of community work under Indian conditions is that every individual of the club should contribute certain hours as labor for doing some community work like building a small dam or building up some village roads, voluntarily working on a project which concerns all.

Q. What suggestions do you have for ways the study in Tennessee might have been improved?

A. Well, it was very nicely arranged that we saw the same organizations working under different circumstances and contacting different kinds of people. In the future I want to see a complete financial statement of a five acre farm growing a field crop only, not a truck crop. That is the average holding for a farmer in India and I understand that we will be seeing that in Dudgeon or somewhere.

Q. What was the value to you of the study in Auburn, Alabama?

A. During the course of our stay in the states Auburn was the only place where, for laymen like us, we were given an opportunity to witness demonstrations in the technique on fisheries which were not only interesting but also very useful. I dare say that the fisheries expert of my state who was in the states for one or two years studying all these techniques must have learned the details and since the fishery section of my state has now been transferred to the Agricultural Department I think this insight which we saw at Auburn on the technique of fisheries research would prove helpful to me. I attended the Tillage Laboratory lecture where a lecture on tillage operations of a few crops was given. If I remember rightly different people were working on different crops and for the same crop also farming or agronomical operations were done by one set of people who were not able to say an account for the details of operations conducted by the machinery section people and so on. It would have been much nicer for me as a farmer to have had this sort of lecture in which all these experts were present to participate. I also attended a visual aids lecture which was exceedingly interesting and useful. There is a very big scope to develop this art with suitable modifications as and when required for use in our extension service. I wish two or three days were devoted to this thing so that we could learn

and take down the details back to India. Another thing which has struck me here was that only knowing how to do these was only half of the accomplishment; the other half would depend on finding a suitable type of person for this job. It is work for an artist.

Q. What was the value to you of the study at Tuskegee?

A. I would state very briefly about Tuskegee and I would confine myself on the main points which seemed to me very important ones. In Tuskegee the outstanding feature was the lesson of self help and reliance among the Negro people and their determination to make good. When one remembers that only a few decades ago this was a backward community, one can do nothing but appreciate the wonderful work done by them in uplifting and raising their standard of living through agricultural pursuits towards which their extension service has done much. One may take an item of good work which is the cheap house construction. The idea is very good and it worked very well at Tuskegee. They had made a set of plans to suit the temperament of different people of the community and to suit different purses. These very plans for cheap construction of houses may not be at all useful for our Indian villages but the idea is there and I don't see why we should also not get ready numerous suitable plans for cheap village house construction and their modifications with which our extension people will be provided to advise our villagers whenever they want to construct a new house or wherever it is possible to affect modification with advantage at a very moderate cost.

Q. What was the value to you of the study in Missouri?

A. Our stay in Missouri was the longest. Half of the period was spent at Columbia listening to lectures in the University on extension service and the other half was spent in the counties with the county agent and his staff. I will first take the first half, that is, our stay at Columbia. I wish this long stay of six to seven days was put in the beginning of our tour to study in detail the working of the extension service, but this coming almost half the way down after we had visited several other universities and also the USDA in Washington proved only to be a place where the same things were confirmed, or I should say, the same things were emphasized once more so that even if we didn't take any notes we could remember these and carry them back home. But there is always something good even in such situations and I think our few hours visit and talk with their great soil scientist, Dr. Albrecht, compensated all the time which we consider to have been wasted. We may or may not agree with everything that the great scientist told us but the every word he spoke was thought provoking which made us think over those problems. As the great scientist said at the end, this was his intention. He was good enough to give us a package of knowledge in the form of publications which I have had no time to go through yet but I am sure I and my state soil scientists and research workers will find it most illuminating and useful.

I will now take up the second part of the stay in Missouri, that is, our stay in a small group in Livingston County. I need not go into the details but I must say that going with the county agent, his associate agent, and the home agent and seeing how they work with the cultivators gave us the practical demonstration which we needed and wanted to see very badly. These were the practical demonstrations of the lectures we had at different places about the county agent work, balanced farming work, home agent work and 4-H Clubs. We were lucky to see one of their annual 4-H Club competitions and I am glad to say that whatever we saw were not put up jobs but were as they stood in their daily routine work schedule. In fact, in one of the home demonstration clubs consisting of local women there we visited the item of demonstration was on hair dressing, rather embarrassing situation for the women to participate in such demonstrations before we men folk. I think a few more days in the county observing the work perhaps would have been better. Before

clear this summer here I would like to record my great appreciation for the way all concerned there including the farmers where we stayed for the night treated us so wonderfully and also didn't spare us, for, in fact, they kept us busy almost every minute from half past eight in the morning till half past ten in the evening

Q. What was the value to you in the seminar in human relations and cultural anthropology conducted by Dr. Spicer in the New Mexico and Arizona areas?

A. Our study tour with Dr. Spicer concerned the extension work among the different sections, particularly among the Spanish Americans and the American Indians. Dr. Spicer first of all, gave us the background of different cultures and then took us around to see them as they lived. This was very essential if we were to learn the proper extension work among them. Without going into the details I would like to summarize the position as thus: The organization of the extension service has been kept at the same level as that employed among the highly cultured and civilized people like Anglos. This to me seems all wrong which is supported from the fact that although the extension service is at work among these people as with us was started with the Anglos, the achievements were comparatively very poor. I should have thought that as we treat different plots in a farm with different doses of fertilizers depending on their requirements, we should have also employed different levels of organization for different cultures depending on how best that would work. The second thing which was very apparent was that even after these 25 or 30 years there was hardly an Indian county agent for extension workers. As we know, to gain confidence among the people among whom we work is one of the main things to be achieved to put across education, technique or philosophy; it is very essential that we should educate and train up their own people to be employed as their extension workers and I don't think it should be very difficult to find out a couple of persons in each community who could do that. This seminar gave us a very good idea that all that is being done here need not entirely be followed in the form as is being done in the United States under our local conditions and all that we can take back is the basic principles of the extension philosophy and work and modify them to suit our local conditions in India. In India also therefore, no one rigid pattern should be followed.

Q. Looking back over the whole study tour now, do you feel that this was not the objectives you outlined in the beginning of this interview?

A. We in India started, or I should say, gave to our old agricultural district propaganda work a new name of extension service and we were told that the extension service work of the USA was one of the best in the world. As such, it was very essential that we should see how it is being worked in the states, a thing which we couldn't possibly have seen through books and publications alone. From that point of view our trip to the USA has been a very good thing. Besides the philosophy of extension work has been presented here in a very systematized and organized way. It may not be possible under special circumstances to follow this philosophy as strictly as preached here but it would do well to keep the basic principles of this philosophy in the back of our minds always in planning, organizing, and executing any such extension work in our country.

Q. What suggestions do you have for ways this whole tour might have been improved?

A. I would suggest that any party coming should be judged first as to what they would require. Then it should be found out how far and well as they are to the extension work in their own country. Based on that plans should be made up. I for one would have liked to devote a few more days studying the details of working in our different extension divisions in the USA at Washington. Secondly, instead of going around

from place to place and getting a panoramic picture it would have been better to devote considerable more time to a few typical items of extension work in order to get thoroughly acquainted with the details. As it is, we haven't got the details of any one of these items of work that we have seen at several places except in the form of publications which I don't consider is good enough. I don't think it would have taken more than the time we have spent here to get to learn these details at a few places. So the matter of time and expense doesn't come in. These are my suggestions.

At the end of this interview I would like to record my gratitude to the Ford Foundation, to the USDA and to the Institute of International Education who took so much pain and care to see that we got all the best for the objectives of our tour. I would also like to record my gratitude to Mr. Hall and Miss Wilson for their kindly treatment given to the group and particularly to me in case of my suddenly falling down unconscious during the last period of our trip. Mr. Warner also deserves our thanks, but perhaps he will be getting several letters of thanks from the wives and relations of the members of the group. Lastly, I once more would like to thank the Ford Foundation for making this trip of ours so comfortable and useful.

MR. K. BALACHANDRAN

Mr. Balachandran is Director of Community Projects in Assam State. He is 34 years old and received his university education in India. Before assuming his present position he worked as Secretary to the Government of Assam in the Transport and Industries Department and later in the Relief and Rehabilitation Department. He is a brilliant young man whose training has been in administration rather than in agriculture. However, he is deeply interested in his extension activities and I feel sure that he is an effective administrator. His interview represents some of the very fine thinking in the group.

His comments on the value of his study at Tuskegee and the seminar on the cultural approach to extension work point out that countries just beginning an organized Extension Service need to study in places where extension has had similar problems of poverty, small holdings and resistance from the rural people. Not only do extension trainees need to observe highly developed extension work in the United States, which often is far beyond the possibilities of countries just beginning extension work, but they also need to study it in terms of how extension made its beginnings here and how it works with problems of poverty and resistance. They need, if possible, to get some idea of the history of extension work in terms of its problems in the beginning and how these problems were solved.

Mr. Balachandran's comments on what he calls "how not to do extension work" (p.4) seems to me to be of great value in extension training programs.

EVALUATION INTERVIEW WITH MR. K. BALACHANDRAN  
ASSAM STATE, INDIA

- Q. When you arrived in the United States what were your personal objectives for this study trip?
- A. I have read some books before I came, for example, Kelsey and Hearne, on cooperative extension work. I wanted to see for myself exactly how this extension work is being carried on in the communities. For example, studying your improved agricultural methods is not my objective. I just wanted to see how the extension service works with the people right in the communities. (Any other objectives?) I had a much wider objective of seeing democracy in action since the United States stands as an example of the most powerful democracy in the world. That also I wanted to see -- how actually democracy works here. We hear so much about your democracy in books, newspapers, and on the radio, and some of us are likely to dismiss it as purely propoganda so I wanted to see what the truth is.
- Q. What are some of the problems you face in extension work in your state?
- A. I would put it this way. The greatest obstacle is lack of education among the people, among the common people. Another is lack of experience among the government officials whose job is extension service. They have not had the chance to see how far things can be done and what can be done. For example, considerable results may be achieved at small cost by people cooperating together; but people initially will not believe that this can be done unless they are shown an example. It is a question actually of mass education. (Any other problems?) This is a big problem. We need a large number of teachers for extension but who is to teach the teachers? At the initial stages funds will also be a problem. But I feel that if in the next five years we are successful and if the people want it, the money will come.
- Q. What do you see as the solution to these problems?
- A. I wish I knew the solutions. There is no easy solution. We have to make a small beginning and work with all the earnestness at our command. Now, I am absolutely convinced that extension service is the only method of permanently raising the living standards of the Indian people and I feel that if from small beginnings we make an earnest and coordinated effort, in the course of a few years this education we will be able to impart to the people. There are no short cuts. That is what I feel about the first difficulty. Now, about the second difficulty, it is neither possible nor desirable to have some ready made teachers. Development of leadership is not only a means but also an end of extension service. To begin with we purpose to have a training center for training qualified people as teachers of extension, but as I said, good teachers can be made only in the course of time as the work proceeds. We cannot learn to swim before we get into water, and we have got to start it even though we don't know anything. Personally I have been tremendously impressed with the work done at the Tuskegee Institute starting from very small beginnings in 1881. This could be taken as an example on which to base extension work in Assam. What I mean is that when Booker T. Washington first started he wondered how to train teachers. He was the only man actually who started Tuskegee and now it is a tremendous institution. Because of his tremendous will to succeed he was able to bring the Institute to where it is now. This is an example that shows that it can be done and small beginnings lead to big results.
- Q. What was the value to you of the study in Washington D. C.?
- A. In my opinion it was very useful because we could view from the headquarters of your government the general diagram of the extension service -- its beginning and its historical development. We could also get acquainted with the persons in charge of

its various sections. I think the time we spent in Washington was very usefully spent. (Did you pick up any ideas that may be of use to you in your own work?) Well, I can say that I got a picture of the extension service's background -- its history and development. For example, I'll put it in this way. I learned that extension is not a sort of ready made gift descending from the government to the people but the fruit of long cooperation between the people and the government. There were not any ideas I would say that were directly useful but seeing the process developed from years of mutual cooperation. For example, if my work in extension in Assam does not produce outstanding results within the course of a few months I personally shall not be disappointed for I know good extension work is the result of the work of years.

Q. Do you have any suggestions for ways the study program at Washington could have been improved?

A. I felt that the time was well spent and I don't think that time could be improved upon.

Q. What was the value to you of the study in Tennessee?

A. The visit to Tennessee was extremely interesting to me. In the first place, the work of the TVA has received a large amount of publicity in India in the last 15 years or so. We in India have come to believe that long term development of our people in certain parts of the country can be undertaken only by means of such vast projects which have a multi-purpose objective, namely controlling of rivers to prevent floods, increasing facilities of navigation, providing water supply for irrigation, creation and distribution of hydro-electricity. A few such river valley projects are now in progress in India based more or less on the TVA model. What we are going to do in another five years we have seen accomplished in Tennessee Valley. Also in Tennessee I had the first example of studying how rural communities have benefited themselves as a result of cooperative extension work. (How do you mean?) In developing community consciousness, that is, the sense of belonging to one community and of working in a group to achieve things which an individual cannot achieve. (What part did you see extension playing in that?) Actually it was not so much agricultural extension as the part of the extension service which concerns itself with home economics and with youth and family relationships. What impressed me most was the harmonious way in which everybody cooperated to make that day a success, the day we visited Washburn and Chatata communities. Each family brought to the meeting one food dish and all cooperated in sort of arranging the meal and in making the visitors feel perfectly at home and welcome. Also sort of the democratic spirit which we saw inherent in this system by which one of the local leaders is elected as a leader of the community. And it isn't necessarily the oldest fellow in the community who is the leader.

Q. Do you have any suggestions for ways the study program in Tennessee could have been improved?

A. I don't think you could have made it more useful. The only criticism I have is that we had too many things to see and too short a time to see them. We were rushed and if we had had two more days there we would have been less rushed. One thing I must say. The arrangements made by Dr. Walrath were excellent.

Q. Did you pick up any ideas during the study in Tennessee that may be of use to you in your own work?

A. I don't think I can pick up any particular item and say that I am going to use it in India immediately. I would put it this way. What I have seen in Tennessee has been extremely useful to me and it has become part of my mental make up. In India, months later when I start extension work some of these ideas which I have learned will come

in handy, but it is not possible for me to say whether I'll be immediately able to put to use any of the things I have learned here.

Q. What was the value to you of the study in Auburn, Alabama?

A. Nothing stands out in my memory about our visit to Auburn except the lecture on visual aids given by the extension information people. Some of these aids will be extremely useful to us in India in bringing extension education to the people. (Which aids?) The idea of the flannel graph seems to me to be particularly useful.

Q. Do you have any suggestions for ways the study in Auburn might have been improved?

A. I don't know the answer to that. They tried to show us the best they had.

Q. What was the value to you of the study in Tuskegee, Alabama?

A. At Tuskegee I felt very interested in seeing the progress of extension for one reason, namely, of all places in the United States conditions here are nearest to conditions in India because of the poverty of the people, their lack of education and the problems of tenancy and share cropping. In India people are poor, ill educated and many of them don't own their own lands. So I was particularly interested to see what during the course of a few years extension had done for these backward people. I must say, I was greatly impressed with the beginnings being made in better house construction, especially in the community called Big Hungry, and also the spirit of cooperation, self help and initiative that the Negro people are showing. It made sense to study there to see what America has done for their backward people. Personally, I feel that India today may to some extent learn useful lessons from the history of the emancipation and development of the Negroes in the United States. In rejoicing over their freedom from political bondage in 1947, the people of India are apt to forget that political freedom by itself means little unless accompanied by economic freedom. The manner in which the Negro who was emancipated in 1865 and thrown to his own resources worked out his salvation in the economic field should I think be an object lesson to us. (Ideas that may be useful to you in your own work?) Yes. The one idea I got that I think we can use is their project for low cash cost rural housing. We are badly in need of good houses in the rural areas and I feel that we might almost immediately utilize that idea in India. (Can you use the same materials, etc.?) No, the materials will be different, the plan of the house will be different, but the idea, namely, that the extension system provides the man with a plan for the cheapest possible house with the locally available materials and shows him how to construct it by contributing his own labor -- those are the ideas we can use immediately. Another idea I took up which is not directly related to extension but which has tremendous value to me is the dignity of labor. We have to revolutionize our concept of education in India. At present university education renders a boy unfit to earn an honest living by manual labor. He comes to look upon labor as degrading and wants to get a government job or some such white collar job. It was the fundamental faith of Booker T. Washington that the people will progress in proportion as they dignify and glorify labor and put their brains and skill into the common occupations of life. In other words, along with book learning, every youth must be taught a trade or profession so that on leaving college he can earn a livelihood by working with his hands. This is one thing which has struck me immensely in America, and it was brought out in a very vivid form in Tuskegee.

Q. Do you have any suggestions for ways the study in Tuskegee could have been improved?

A. I have only one suggestion. Students from India and other under developed countries studying extension in America should visit Tuskegee. It would be useful if the period of study in Tuskegee could be extended by another two days. There is so much to see



and study and the two days we had there was not enough .

Q. What was the value to you of the study in Missouri?

A. Personally I felt the stay in Missouri on the whole was a little longer than necessary. Probably it would have been better if instead of two weeks in Missouri we could have spent there one week studying in the counties and the other week could have been added to the seminar in cultural anthropology in Arizona and New Mexico. Though the actual things I saw while staying with a farm family in Missouri like raising of beef cattle was not of much direct use to me because in India we never raise beef cattle, I was greatly pleased to have had this opportunity to seeing extension work at the grass roots. The thrifty, hard working, deeply religious and friendly farm people of America impressed me more than anybody I have seen in the cities of this great country. (Did you get any ideas which may be of use to you in your own work?) One idea that I picked up in Missouri was that of the beef tour conducted by Mr. Sapp, the county agent. Though the subject itself is not of application in my state, the principle will certainly be of great use to us in organizing extension tours on specific subjects. The one evening we spent in a 4-H Club attending the achievement day meeting was most profitable. I have picked up many ideas which I propose to try out in my state. I am convinced that the best way of doing permanent extension work in India is through 4-H Clubs.

Q. Do you have any other suggestions for ways the study in Missouri could have been improved besides the length of time?

A. I don't think so. We had plenty of time to do things in and sometimes I felt that the same amount of work could have been done in a shorter amount of time in Missouri.

Q. What was the value to you of the seminar in human relations and cultural anthropology conducted by Dr. Spicer in the New Mexico and Arizona area?

A. Personally I would say that the most instructive week of the whole tour in America was the week with Dr. Spicer and Mr. H. L. Wilson. I do not know whether this is due to the fact that I had always been interested in cultural anthropology or not. However, one thing is certain, that no extension worker, especially one who has to deal with a comparatively uneducated people, can do real extension work unless he has a background of cultural anthropology, especially the problems of cultural linkage, cultural resistance and so forth. These were very well illustrated in the study we made of the Navahos, the Hopis and the other Indian tribes in New Mexico and Arizona. It was extremely fortunate that Dr. Spicer and Mr. Wilson were with us during this tour to point out the really important factors in the interaction of extension on a people's culture. My studies of extension work done among the Indian tribes by the Indian Service in the early stages taught me one invaluable lesson, namely, how not to do extension work. It is a very important lesson. The damage done here due to wrong approach which was based on a complete ignorance of cultural values of the Indian tribes has taken a long time to wipe off; the families whom we questioned at the Fruitland area would tend to show that even today it has not been completely removed. This is an important lesson for all of us extension workers, namely, a thorough and sympathetic understanding of the cultural values of a people is necessary if extension teaching among them is to be of permanent value. I am glad that Mr. Wilson could be present during this week; together with Dr. Spicer he could point out to us the close relation between extension and anthropology. The one regret I had was that the study was far too short. At least three more days should have been given for it. The last day Dr. Spicer had to leave virtually without completing the seminar due to the shortage of time.

Q. In the beginning of this interview I asked you what your personal objectives were for this study trip. Now I want to ask: Did this study trip meet your objectives?

A. I would say that to a large extent the objectives I had in mind have been fulfilled. I have had a good opportunity of having a close look as to how the extension service in the United States operates at the various levels --- among the farmers, in the farm homes, in the 4-H Clubs, in the universities, in the agricultural experiment stations and in Washington. What is more, I have got a very good background of how extension and cultural anthropology have to be carried together. I hope that I will be able to do something really worthwhile in my state in India with this example fresh in my mind. However, I far from think I have learned all that there is to learn about extension. I am looking forward in years to come to further renewal of my acquaintance with the United States. As regards my second objective, I have had a very profitable study of democracy as it is practiced in this country. The voice that the ordinary citizen of America has got in the administration of his country has impressed me a lot. No limits are set in this country to the heights that a hard working man can achieve. I wish I could say this also of the Negro people of this country. The time is coming when the United States will have to accept the leadership of a large part of humanity. They cannot acquire the moral authority for this leadership till the Negro problem is satisfactorily solved.

Before I conclude, I should say a few words of gratitude to those who have made this trip possible and also so profitable. I am deeply grateful to the Ford Foundation for their generous assistance in initiating and financing this tour. The government of the United States, especially the Department of Agriculture, Director Wilson and his staff in all the places that we visited have taken infinite pains to make our visit a success. To them as well as to Mr. John Hull and Miss Wilson who accompanied us throughout the tour and who never spared any pains at any time of the day or night in helping us, I am greatly indebted.

MR. SHRIPAD KESHAV BEDEKAR

Mr. Bedekar is Under Secretary to the Government of Bombay, Agriculture and Forestry Department. He obtained his B. S. in agriculture in India and His M.S. in agricultural economics in Wales. Before he joined the group of Indian Extension Leaders he had studied extension work for four months under a Point IV grant, attending an Extension Summer School in Arkansas, the Cornell Seminar on Cultural Anthropology and the Agricultural Economics meetings in Michigan. I felt that he was an extremely intelligent person with a good deal of interesting insight. He is 39 years old.

On first reading, his interview may seem extremely negative and cynical. This is partly due to the fact that he enjoyed being argumentative, not in a negative way, but in a way which sort of poked the other fellow into thinking. It is also partly due to the fact that Mr. Bedekar had a four months period of individual study which he felt taught him more than the group study with the Indian Extension Leaders.

I feel that page 3 of his interview offers much food for thought in planning for future groups. Mr. Bedekar says he feels that the program assumed that the members of the group had the same orientation and attitudes of an American extension worker and therefore the emphasis of the program was in seeing what had been accomplished in extension, that is, end results. He feels that an effective study for groups whose orientation in extension and whose culture is not that of Americans the emphasis should be on why certain methods were used, why certain things were done, rather than just being shown end results. In other words, seeing end results has no application to the trainee's own environment but understanding the reasons for certain procedures and the methods and philosophy in reaching end results in extension work can be translatable.

A trainee from Pakistan recently expressed the same idea to me and to try to make the point clearer, I will quote him:

"I feel that some of the things which were taken for-granted and were considered very ordinary are extremely important in under developed countries. If possible a trainee should be encouraged to express his reactions and if possible he should be supplied with the necessary details of something which may seem to you very elementary. The attitude that such a thing is primitive or will not be effective does not prove helpful. Of course, in America, people get accustomed to very elaborate equipment and take so many things for-granted that some of them do not have the patience to understand what the trainee may be struggling to express. It does take time for the trainee even to fully grasp something new and define his views in clear terms. Things considered very ordinary may turn out to be extremely important in under-developed countries. Another thing, some of the problems that I have now in Pakistan you had 25 to 30 years ago and you solved them in a particular way. Now you have gone much ahead and evolved so fine methods that these problems do not seem to exist at all, but for me those problems are still real and it would certainly help me to know how they were solved in America. Probably I would be able to find some short cuts and not only solve the problem but do something more."

This is probably an extremely difficult thing to do in a training program. Showing end results is easier, but I feel that the ideas expressed above deserve a good deal of consideration.

EVALUATION INTERVIEW WITH SHRIPAD KESHAV BEDEKAR  
UNDER SECRETARY TO THE GOVERNMENT OF BOMBAY  
AGRICULTURE AND FORESTRY DEPARTMENT  
BOMBAY STATE, INDIA

- Q. You have been studying extension work in the United States for the last four months under Point IV, but for this particular study trip what were your personal objectives?
- A. My object is to study further extension methods and organization in the states and thereby to get some more ideas about the methods which should be followed in India and the modifications in the existing organization in India which might be carried out.
- Q. What do you feel are some of the problems you have to deal with in extension work in your state?
- A. That would be connected with what to my mind has been the important difference between the extension service here and the extension service as it is in India. That difference is that while here extension work is considered as mainly education, there it is considered as a job of administering a service. The extension service is considered as a service organization and not as an educational organization. It is not difficult to imagine how little could be achieved by the different service organizations here without the education which the farmers receive from the extension service. That to my mind is why the extension service has not been able to achieve anything substantial because it is a service organization without any educational program. To a majority of the people connected with the extension service in India the purpose of the service is to be the limbs of the administration in the villages in the agricultural sphere and not as it should be, the extension of the education in the agricultural colleges into the villages. Therefore, the problem is to get the administrators and everyone to modify the organization accordingly and to educate the extension workers in the proper method of extending education. That is what I consider the major problem.
- Q. What was the value to you of the study in Washington D.C.?
- A. In my opinion it would have been more useful to us to spend more time than was allotted for discussion of extension philosophy and methods. For example, much more time could have been usefully spent with the Division of Field Studies. We had hardly any time to find out what field studies and training mean. (Did you feel that there was any value in the study in Washington?) Well, Mr. Warner spent one morning on how to analyse a rural problem and one morning was spent on extension philosophy and these were extremely useful, but my point is that more time should have been spent on these very essential things.
- Q. What about Tennessee?
- A. The visits we made to the farms could have been more instructive had the extension workers with us brought out in their talks more facts about how the extension service got those farmers to improve and accept improved practices. If in Washington we had spent more time discussing the objectives of this trip rather than having the initial introduction to America sort of "See our super technique" (which is interesting but not the objective of this study tour), the members of our group might have been more oriented toward asking the farmers we visited about the role extension plays in their lives. As it was the questions our group asked were mainly technical questions like the yields per acre and so on, and how much income has come from the farm. There were no questions about how the farmer had benefited from extension work. If he had switched from beef to dairy, what part did the county agent play in that decision. Did his ideas for improved farming methods

come from seeing other farmers practice them; did they come directly from the county agent; did they come from reading a pamphlet, and so on. Since most of the members of this group are technicians they naturally tend to ask technical questions and once they get the answers they tend to think that these are all impossible for us under our conditions. But the purpose of this trip is not to study technical aspects of American agriculture but to study techniques, methods and the philosophy of extension and pick up what we can from that.

Q. How about Auburn, Alabama?

A. The time we spent on visual aids was very useful. I feel that the whole day we spent on fish culture was a complete waste of time for we as extension people. Of course fish culture is of interest to many in this group but in a study of extension methods and philosophy it is another example of the too great amount of time during this trip so far that we have spent on seeing research projects without much emphasis on what the relation is between extension and research projects.

Q. How about Tuskegee, Alabama?

A. That was a useful stop because it gave one important aspect of American society, namely, how the Negroes are trying to help themselves come up in the standard of living. The work done in building self help rural homes was very impressive, and a point to remember is that that is largely due to the fact that many farmers who ordinarily couldn't have afforded even those very low cost homes had found the means through employment in local industries to supplement their farm income.

Q. How about the study in Missouri?

A. The lecture by Dr. Albrecht in Columbia was very interesting. He pointed out the human element although he was lecturing on a technical subject. About the visit to the county one thing I very prominently remember is that our visit was made a thing of local interest by arranging talks on the radios, in the local clubs, newspapers, etc. The fact that we have come here as a group and have been given the status of a mission, a film being made about us, and newspaper handouts being made to the press everywhere, all that has given some of us a feeling that we are here in the United States not entirely for the purpose of learning. Apart from that the visit to the county could have been more useful if we had been left for a day or so with a farm family to talk with the farmer as we liked. Presumably the intention in going to the counties was to have more intimate contact with the farmers and extension people than was possible when the mission was traveling as a group. That opportunity was not available since much time was taken in the talks on the radio and publicity.

Q. What did you think was the value of the seminar in human relations and cultural anthropology conducted by Dr. Spicer in the New Mexico and Arizona areas?

A. That seminar was an extremely important and useful part of the tour. Here again more time could have been usefully spent in discussions rather than in somewhat superficial visits and lunches with the different cultural groups and with the Indian Service officials. To study the working of extension in the cultural environments requires much more time than otherwise. I think it would have been possible to give such additional time for the study if the mission had been split up and each party required to stay in one cultural group for about three days instead of spending a few hours with several different groups. (In what way did you think that it was an extremely important and useful part of the tour?) This study is important because it brings out the fact that while adopting any methods of extension used in one culture to another, account has to be taken of the

cultural aspects of the group one is to work with. And it was useful because the objective was partly achieved.

Q. Do you have any other suggestions for ways this whole study tour might have been improved that might be useful to us in planning future study programs?

A. It appears that the planners of the program for this mission assumed that the members had already fully imbibed the philosophy of extension and had the attitude of an extension worker in this country while studying both the research and the development of communities obtained partly or wholly through the efforts of extension workers. The inference that such an assumption was made is based on the fact that the program was loaded with short visits to research institutions and short visits to communities and farmers which allowed only a superficial contact. Except for about three half days there was no program for discussing the details of extension methods and organization which should have been the main item of study. The short visits made to research institutions were interesting but since the members were not specialists and even if some of them are technically trained, so far it is not their future line of work. Therefore, if a study of extension methods and organization required more time it should have been provided for by cutting down the time we spent on visiting research institutions and research projects. The visits made to communities both in New Mexico and elsewhere were too short and were more or less of the nature of visits by persons not come to study the communities but to see the end results of work done there. In other words, the emphasis was on showing us what had been done rather than why it was done, or what was the reason it was done. It is very important in this kind of a study to know why certain things were done rather than seeing just the end results. It would have been possible to provide opportunities for detailed study by splitting up the mission in parties of a small number and studying fewer communities in detail rather than a large number superficially as was done. The kind of program arranged and also the receptions and publicity given tended to make the tour more in the nature of a formal courtesy visit by a foreign mission rather than the visit of a group of persons for study.

In spite of all I have said I feel that this trip has been of value. (In what way?) The above criticism is offered from the point of view of a person who had the opportunity of studying extension methods and organization in greater detail in a summer school in extension work, more intimate personal contacts by himself with several farmers in counties and more opportunity for a detailed study of the different cultural groups in Arizona and New Mexico by attending the seminar in cultural anthropology given by Cornell University. But this criticism does not by any chance mean that the tour of the mission has not been very beneficial. This criticism means that I feel that it could have been still more so. Most of the members of the mission have been working so far in technical and administrative fields and for them an entirely new experience with the extension service in this country means the necessary orientation for entering into a new field of activity which they are about to begin or have just begun. It is true that some members have been doing extension work in the field for a number of years, but it is one thing to actually do the work and quite another to appreciate the philosophy behind it. It is just like untrained teachers teaching even successfully in schools before it became the common practice to employ teachers who had training in educational methods and philosophy.

I am sure that we all certainly realize the benefit we have derived from this tour and feel very grateful to the Ford Foundation and the other agencies cooperating with them, especially the USDA for the opportunity given us for making this tour possible.

MR. C. B. L. BHARGAVA

Mr. Bhargava is Deputy Director of Agriculture for Madhya Bharat State. He received his B.A. and M.S. Degrees in agriculture in India. He studied in the United States for one year under a Fulbright Fellowship at Kansas State College obtaining his Masters Degree in agronomy and extension work. After completing these individual studies he joined the group of Indian Extension Leaders. He is 39 years old.

Mr. Bhargava feels that it is of great value in studying extension work to have a period of actually working with a county agent in a county to see extension methods in practice. (See p. 3) He also feels that studies of community development (Tennessee) and the cultural approach to extension work are of much value, but these studies suffered from not having enough time to get to the bottom of the matter.

EVALUATION INTERVIEW WITH MR. C. P. L. BHARGAVA  
DEPUTY DIRECTOR OF AGRICULTURE  
MALHYA BHARAT STATE, INDIA

Q. Although you have been in the United States for the last year studying extension work, what were your personal objectives for study on this tour?

A. My objective is to study the extension methods and policies that are adopted in this country. The object is not to intimately take up the actual methods adopted but to grasp the philosophy behind the whole system which has enabled the extension service to bring up the home and farm living of the farmers so that I could utilize that philosophy back home in my work of extension with the farmers. I want to know what are the things that have made extension here so popular and effective. We will have to modify and adapt this philosophy to suit our conditions. (Any other objectives?) Well, extension covers everything -- work with youth and so on because I consider that the work with the boys and girls is very essential in our country and that is one of the important aspects of our extension work that we have to lay stress upon because it is upon these young boys and girls that the future of Indian farming depends and if we are able to train them from the beginning when they become adult farmers they are receptive to improved agricultural practices much earlier than the old folks.

Q. What are the problems you face in extension work in your state?

A. The first problem is that we have not been able to take back our research to the farmers in the proper language which a farmer easily adopts. It may be due to lack of subject matter specialists which at present our extension service does not have. Another problem is that our village level workers try to approach individual farmers and not through organized groups. That is, through the selected leaders in the communities. The result is that the limited staff we have at present is not able to serve all the farmers. The third thing is that we have very little facilities for visual aids, etc. We do not have the facilities of radios. Our farmers being illiterate we cannot make use of the published literature, newsletters, etc., with the result that the progress is rather slow. I think these are the main problems.

Q. What do you see as the solution to these problems?

A. Well, the solution of these problems is (1) the education of the masses. (2) Working through organized groups and through the leaders so that we may have many volunteer workers in our villages to take the information to the farmers. (3) Working with the young boys and girls so that after some time we can have these trained workers in the villages. More use of audio-visual aids and demonstrations. (Is your extension work trying to do these things?) Not yet. Only in a few instances we have some workers in the villages who help us in our work and we have not yet any agricultural extension work with the boys and girls and it has to be started. (What about education of the masses?) Education is the work of the Education Department but what I mean to say is that as education progresses, then our extension methods will also be progressing fast. (What has extension been doing so far?) It has been mostly the demonstration type of extension work and teaching the farmer about the use of improved seed, agricultural practices, the use of manures and fertilizers, implements, etc. Our man will go and tell the farmer to use these things, that's all. Demonstration plots are organized to show the farmers the utility of these things, but as I already indicated above, the staff we have is so limited that these things do not reach many farmers. But if we start working through organized groups and through leaders the same information would be able to reach many more farmers and our agricultural man will be only a teacher and a guide and not a salesman, which is what he is today. (So far have the cultivators



been receptive to new ideas? Yes, some of them. Farmers have benefited from our extension work and they are in favor of it. They want that people should come and assist them. Of course, we also have some farmers who are very orthodox and do not care for any sort of advice from outside sources.

Q. What was the value to you of the study in Washington, D. C.?

A. In my opinion the period spent in Washington was really very useful and people coming from outside need an orientation of the type held in the USDA. There was very essential. That acquainted the members of the party with the extension work being done here and prepared them for the various things they have to observe in their tour. Orientation is very necessary. (Did you pick up any principles or ideas from that study that might be of use to you in your work at home?) Its benefit was mainly to acquaint us with what we were to study later on. I am a little different because I had already studied these things in detail during the year I have spent here at Kansas State, but if I were just coming from India as most of the other members of the party it would have been very useful to me as orientation.

Q. What suggestions do you have for ways the study in Washington might have been improved?

A. I don't think I have any suggestions?

Q. What was the value to you of the study in Tennessee?

A. Well, it was quite profitable to tour Tennessee where we could see something of extension work and community organization. I had been there for three weeks of study earlier. (Did you pick up any ideas that might be of use to you in your own work?) Not during those four days, but before when I had studied there community organization I learned a lot. I learned a good deal about farm planning in Tennessee and actually attended a farm planning school and saw how planning for a farm is done. I was there from about the 25th of July to the 10th of August. (How was the farm planning work helpful to you?) It will help me to develop some sort of planning work with our farmers because I realize how important and useful it is. The planning may not be of the type and pattern done here but certainly we can have planning on our own pattern to suit our farmers. (Any thing else about the four days you spent with this group in Tennessee?) On the whole I feel the time I spent with this group in Tennessee was very useful and well planned. (In what way useful?) It gave good information on extension work and gave an overall picture of the extension activities in various spheres of its working.

Q. Do you have any suggestions about the study in Tennessee?

A. It would have been better had a little more time been devoted to rural community organization which I consider that Tennessee has done a splendid work in. It is very likely that we may not get an opportunity to see that work as efficiently organized as it is done in Tennessee any where else. Since rural community organization is going to be an important part in our extension work back home, I feel a little more detailed study of this at Tennessee would have been more profitable as I devoted about two weeks in studying this particular problem in this state during my previous visit under a Ford Foundation special project.

Q. What was the value to you of the study at Auburn, Alabama?

A. From the agricultural point of view the fisheries were a good experience and may help many of us in developing or helping to develop some sort of work in our own states. Anyway, the information obtained there and the time spent will not go in vain. The visual aid program organized by the authorities was excellent.

(Did you pick up any ideas that might be useful to you in your own work? We can use the philosophy that visual aids are very good and we must use some sort of means to teach our farmers. We do use some sort of visual aids at present but the facilities at our disposal due to lack of electricity in our villages is very limited. We would try to develop the mobile units fitted with visual aids in our villages. In my state I have one bus which is utilized in the visual aid unit, and we may increase such units as we need them.

Q. Do you have any suggestions for ways the study at Auburn might have been improved?

A. No, I don't think so.

Q. What was the value to you of the study in Tuskegee?

A. Tuskegee was quite all right. (Was there any value to you of studying there?) Yes. They are doing a good lot to bring on the backward and poor people in various ways. The work they are doing was of great interest to me -- the work with poor and backward people.

Q. What suggestions do you have for ways the study at Tuskegee might have been improved?

A. I don't think I have any.

Q. What was the value to you of the study in Missouri?

A. Regarding the study in Missouri, in my opinion the stay at the college was too long and was not very useful as it was almost the repetition of the subject matter about which we had heard at Washington and other places before we reached Columbia. While we were there the study and stay in the counties in the smaller groups was really very very useful and of great educative value. In my opinion that was the only period when I got a real chance to study extension methods for which we came to this country. In my opinion more opportunities should have been given to us to come in contact directly with the county agents and farmers. That would have been more useful. (Did you pick up any ideas that might be of use to you in your own work?) Well, to me personally I don't think I gained much at Columbia but in the county we studied the operational work which is most useful to us. We saw how the contacts of the county agent and the farmers are made, the way in which the county agent helps the farmers.

Q. Do you have any other suggestions about the study in Missouri?

A. I have no special suggestions except as I have already said. The stay in Columbia was too long and unnecessary and could have been cut short.

Q. What was the value to you of the seminar in human relations and cultural anthropology conducted by Dr. Spicer in the New Mexico and Arizona areas?

A. That week was really very good and it did give us an idea of different cultures and how we should deal in educating the people of different cultures. However, the stay of one night which was planned did not prove very useful with me. I stayed with four other members of the Mission at Gundaya village, a Spanish American village and unfortunately we could not contact a single farmer in the whole village further. I do not see how in such a short time it is possible to learn and understand the culture of a certain people. If it was desired to really study the culture of Spanish Americans a stay of at least two or three days should have been planned and in such places where we could meet people to talk and discuss the culture and their problems. However, on the whole the study during that week was

quite interesting. (What role do you think cultural anthropology plays in extension work?) Human relations and cultural anthropology certainly play a very important part in extension work and an extension worker must thoroughly study and understand the culture of the people with whom he works and he must plan his program of educating them according to suit their culture. Otherwise his program is bound to fail.

Q. Do you have any other suggestions for ways this seminar might have been improved?

A. In such technical studies like human relations or anthropology many people do not have the background of the subject and if mimeographed notes giving that background regarding the subject matter to be dealt with is given in advance, in my opinion the study in the field and the seminar thereafter would be more useful as then one could understand and take part in the discussion.

Q. What general suggestions do you have for the whole trip, looking back on it now.

A. As regards my recommendations or suggestions for the general program, though the present program was well planned and worked very well, but still in my opinion it could have been improved in the following ways. (1) In the beginning at Washington instead of staying for a week, the whole mission should have stayed for two weeks and during that period all detailed information regarding the history of extension work, the method of operation, the relation of the land grant colleges and extension work and the USDA, work of the specialists, various organizations cooperating with the extension work such as PMA, FHA, SCS, etc. could have been dealt with in detail by the experts there. (2) After this detailed study the whole mission should have been divided into groups of three persons and sent out in different states to study actually the extension work as done by the county agents with the farmers. In the county these people would have opportunities to come in contact with all the organizations existing in the county and with the farmers and by coming in that contact directly it would have been possible to know much more. After about four or five weeks all these different groups should have collected at one place and there a seminar could have been arranged where each member should have related his experience and also suggested the practices which could be useful in his state under its situation. By doing so all the members of the mission would have known the different experiences of the people while under the present situation while all the 23 were moving together they were always hearing or seeing only one thing. After this seminar the groups should have been divided again and for another period of four or five weeks they should have studied extension work again in the counties and again at the end of the period all could have joined at Pasadena and held a seminar and exchanged their notes and diaries. By doing so the duplication or the repetition of the study at various stages could have been avoided and more contact with the county agents and the farmers could have been established which in my opinion was not enough in the present tour. Further, the lectures by the professors and other people should be minimized in an extension study. That should have been finished in Washington alone. I again emphasize that what could be learned in the counties with the county agent and by coming in contact with the farmers cannot be learned by the talks from the college professors or by holding seminars.

Q. In conclusion, looking back over the whole tour, do you feel that this study trip has met the objectives you outlined in the beginning of this interview?

A. Yes. These are the things that I think should be useful to me according to Indian conditions which I have observed during this trip and the previous year's study here.

(1) Rural Community Organization. Community improvement work is a very

important part of Agricultural Extension work. In the early years of Extension, the county workers spent much of their time contacting individual farmers and home makers or small groups of them in an effort to interest them in new and improved practices, new varieties and related information. At the present time county extension workers are flooded with requests for help of all kinds. Thousands of farm people telephone or call personally at County Officers of Extension to secure bulletins and other published information about all kinds of things. Since an average county will have 2,000 to 4,000 farms plus many homes of non-farm people, it is impossible to make individual visits to all these farms and homes. The community organization with its scheduled monthly meetings is, therefore, an ideal tool for county extension workers to reach more persons personally. The outstanding characteristic of community improvement work is that it ties all interests of rural people. Where all interests are represented and working for one over-all goal, namely the improvement of living conditions of all the people, progress is greater and more rapid.

The main underlying objectives of the community improvement program is to encourage and stimulate rural families to work together in organized groups for the development of farm, home and community to:

- (a) Provide needed food for an adequate diet for each family
- (b) Develop and improve sound systems of farming and other sources of income.
- (c) Develop and improve homes and farms.
- (d) Bring about the solution of community problems through the community organizational activities.

(2) Cooperative Extension Work. The study of the history of extension work in the U. S. A. reveals how, from individual efforts to teach the farmers the improved farm practices, this out of school education system has grown and emerged into a well organized extension service throughout this vast country. Much of the credit to the success of this system goes to the Land Grant Colleges and the cooperative nature of the extension work. The extension service is known as cooperative extension work because it is based on a cooperative arrangement between the counties, Land Grant Colleges and the U. S. Department of Agriculture. In this system various scientific departments working for the betterment of farmers and their families work together and pool their resources and have a common service agency - the county agent - through whom alone all the scientific information is passed on to the farmers and their families.

The scope of extension work covers the entire rural field. Its efforts are particularly directed to achieve the following objectives:

- (a) Improvement of the economic and social well being of the farm families.
- (b) Increase the farm income by the application of science and technology.
- (c) Improvement of family living through better housing.
- (d) Improvement of educational and recreational facilities for the rural communities.
- (e) Developing among the rural population a better understanding of state, national and international affairs.

(3) Program Planning. The philosophy of extension is "to help people to help themselves". The actual work is based on the building of county extension programs, in the preparation of which the people themselves play the major role. Program planning is a very important part for the success of any plan. People must participate to plan the program. By doing so we help people to recognize their problems and also train the leaders. Basic principles of planning extension programs are:

- (a) Program must originate where people are.
- (b) It must be based on recognized needs of people.
- (c) Extension workers must discuss the needs of the people for whom the program is to be prepared as, until it is recognized by them, it is not a problem for them.
- (d) Problems set forth must offer solution to the problem farmers are faced with.

(4) Extension Education Must Be Based on Facts. It is very necessary that extension education must be supported by research and based on facts. This is a very important feature of extension work in this country. The county agents cannot be master of all the sciences and answer all the problems which they have to face in their work. In this they have the backing of the subject matter specialists. If the county agent does not know the answer to a particular problem, he knows where to refer and he gets the help and solution readily. Thus the latest research information is at all times made available to the farmers. In turn the specialists by coming in contact with the farmers, know their problems and take them back to their laboratories for solution. These subject matter specialists also help to train the county and home demonstration agents in their work.

(5) 4-H Club and FFA Organization. Another strong feature of the extension work is the organization of 4-H Club and F.F.A. The old proverb, "It is difficult to teach new tricks to an old dog" is an actual experience of the extension workers who work with the adult farmers. Through 4-H Club work and F.F.A. organizations in high schools, it has been possible to create interest in the young boys and girls in better farming and better living. These young boys and girls are capable of learning new things early and are receptive of improved practices when they grow into adult farmers. Through them it has been possible to change the attitude of their parents. Today some of the best farmers in this country are those who were either 4-H Clubbers or members of F.F.A. organizations.

(6) Selection and Training of Extension Personnel. Last but not the least is the selection and training of extension personnel who are the pivot of the whole system and on whom the success of the program depends. Here, the county and home demonstration agents are usually the persons who are deeply interested in working with the farmers and their families. They have invariably received education in colleges and are graduates in agriculture or home economics. They are essentially farm reared men or women and have the backing of farm life so that they can understand the problems of the farmers and are capable of translating the various improved practices in their own language.

These briefly are the things I have observed which I feel have application in my state.

I consider this interview would be incomplete without conveying my gratitude to the Ford Foundation who has sponsored this study trip through this country. I would also like to thank all officers of the USDA and the various institutions we visited for the splendid cooperation and opportunities given to us for this study.