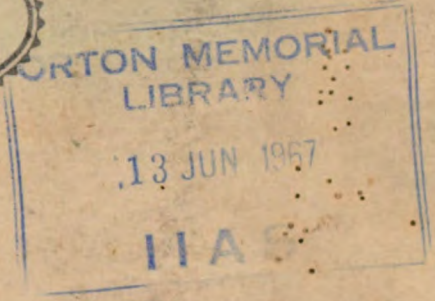


#4013-1 Bellwether

Extension Information

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**A report of the
Central American agricultural
and home economics extension
information seminar.**

*San José, Costa Rica
January 29 - February 8, 1957*



I61152e 1957

INTER-AMERICAN INSTITUTE OF AGRICULTURAL SCIENCES

Turrialba-Costa Rica

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CENTRAL AMERICA 630717 J61152e 1957

CENTRAL AMERICA SEMINAR

for

AGRICULTURAL AND HOME ECONOMICS EXTENSION INFORMATION

This seminar was held under the auspices of the Scientific Communications Service of the INTER-AMERICAN INSTITUTE OF AGRICULTURAL SCIENCES of the Organization of American States in cooperation with the United States Operations Missions in Central America. It was organized as one of the agricultural and home economics information services provided for in the contract executed February 1, 1955 between the Institute and the International Cooperation Administration of the United States.

Meeting rooms, personnel, and equipment were made available for this seminar through the generous cooperation of the Ministry of Agriculture of Costa Rica.



San Jose, Costa Rica
January 29 - February 8, 1957

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MEMORANDUM	
DATE	I. I. C. A.
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AND HOME ECONOMICS SEMINAR

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Extension Specialist,
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Angel Talavera

Head of Information Depart-
ment

Apartado Postal 434
Managua, Nicaragua

Seminar participants on steps of the Inter American Institute of Agricultural Sciences at Turrialba



Front Row (left to right): Juan Díaz Bordenave, Miss Helen Lortz, Ing. Luis Bolaños Valerio, J. Francisco Rubio, Miss Virginia Solano, Luis Carlos Norza, Ernesto Solis, Enrique Sanchez Narváez; Guillermo Combariza.

Second Row: Mrs. Juan Díaz Bordenave, John W. Spaven, Hugo Chavez Villalobos, Alejandro Rodríguez Abrego, José Medina Motta, Zacarías Sáenz Calderon, Carlos Cordero J., Dr. Delbert T. Myren, Wallace L. Kadderly, Rogelio Coto Monge, Rodrigo Sandoval.

Third Row: Rodolfo Sanchez, Luis Tercero, Claudio Perez, Elias Villegas Reyes.

Not Shewn: Narario C' de Baca, José Manuel Tarano T, Manuel A. Cáceres, Miguel A. Elvir, Ramiro Beltran, Thelma Palma S., Francisco Toro Calder, Angel Talavera.

SEMINAR COMMITTEES

One of the first actions of the seminar participants was to elect a steering committee to guide the progress of the seminar and to make certain that the program suited the needs of the participants for the duration of the meeting. Named to this important group were the following:

Miguel A. Elvir, Honduras, chairman
Juan E. Díaz Bordenave, IICA, secretary
Francisco J. Rubio, Guatemala
Carlos Cordero J., Costa Rica
John W. Spaven, Vermont, USA
Wallace L. Kadderly, IICA, ex-officio

The steering committee met each evening after the day's session was completed. The usual order of business was to review the day's program, make suggestions for improving the next day's program so that participants would be certain to gain the most knowledge possible, and to map a course of action for the next day's activities. The committee also made suggestions as to which participants would act as chairmen of the various sessions, agreed upon shifts in the program where it was necessary to insure reaching the objectives set for the seminar, and gave suggestions to the seminar manager that would result in greater benefit to all.

The seminar was unusual in many ways. One of these was that it held to the same time schedule as established in the program before the seminar started. Although there were a few program features in the original program which were deleted, and some extra events added, each day's program was completed at the time it was planned to end. This was largely due to the guidance of the steering committee and the fine ability demonstrated by each day's chairmen.

A second seminar committee was also appointed early in the meeting. This group, the resolutions committee, was charged with the responsibility of drafting a series of recommendations that would tend to give an opportunity for future action that would supplement the results of this Extension Information Seminar. Named to the resolutions committee were:

Ing. Luis Bolaños Valerio, San Jose, chairman
José Medina Motta, Nicaragua
Manuel A. Cáceres, Honduras
Juan E. Díaz Bordenave, IICA, ex-officio
Rogelio Coto M., IICA, ex-officio

The result of the work and deliberations of this committee is printed elsewhere in this report.

P R O G R A M

AGRICULTURAL and HOME ECONOMICS EXTENSION INFORMATION SEMINAR
FOR CENTRAL AMERICAN COUNTRIES

San José, Costa Rica
January 29-February 8, 1957

Sponsored by: Inter-American Institute of Agricultural Sciences as a Service Under the Contract Between This Institute and The International Cooperation Administration.

Cooperating Agencies:

Ministerio de Agricultura e Industrias, of Costa Rica
U. S. Operations Missions.

North American Consultant:

John W. Spaven, Head, Office of Information, College of Agriculture, University of Vermont

Place: Room 17, Third Floor, Ministry of Agriculture's New Building (Edificio Steinvorth, 100 varas North of Pan American Airways Ticket Office).

TUESDAY, January 29

Morning:

8:30 - 10:30 Registration, Room 17, Edificio Steinvorth
10:30 Opening Session. Presiding: Wallace L. Kadderly
Announcements and introductions
Aims of this seminar.
Welcome, by Ing. José Alberto Torres, director general, Ministry of Agriculture and Industry.
Roll call of participants (each explains who he is and what he does).

11:30 Lunch



First order of business was registration.

Afternoon:

- 2:00 Announcements. Presiding: Wallace L. Kadderly
- 2:15 Keynote Talk: Rogelio Coto, Head, Scientific Communications Service; Turrialba Institute.
- 2:30 Country Reports — describing organization of extension information offices, personnel and duties; types of services now being performed; most important problems. Fifteen minutes per country.
- 5:00 Adjourn.
- 5:30 - 9:30 Social "Mixer", Room N°17, Edificio Steinvorth.

WEDNESDAY, January 30.

Morning:

- 7:30 Leave for Turrialba in chartered bus.
- 10:00 Arrive Turrialba.
- 10:30 - 12:00 Explanation and discussions of the objectives and functions of the Institute.
- 12:00 Lunch.

Afternoon:

Presiding: Ing. Luis Bolaños Valerio

- 1:40 "How Farm People Accept New Ideas", Juan E. Díaz Bordenave and Rogelio Coto Monge.
- 3:05 Coffee Break.
- 3:30 - 3:50 Discussion.
- 3:50 - 4:50 Discussion Groups.
- 6:50 Leave for San José
- 9:40 Arrive San José

THURSDAY, January 31.

Morning:

Presiding: Ing. Luis Bolaños

- 8:15 Reports of Discussion Groups from Previous Afternoon.

Group N°2 - by Francisco Rubio - 8:15 - 9:10

Group N°3 - by Virginia Solano - 9:10 - 9:25

Group N°1 - by Ernesto Solís - 9:25 - 9:40

9:45 Announcements. Presiding: José Medina Motta.

Election of steering committee.

10:10 Coffee Break.

10:40 "Use of Mass Communications in Getting Useful and Timely Information to Farm People". Luis Ramiro Beltrán, Information Specialist Field Service Unit, Project 39.

11:50 Preliminary Discussion.

12:00 Lunch.

Afternoon: Presiding: José Medina Motta.

1:45 Naming of Groups for Discussion of Beltran Talk.

Presiding: J. Francisco Rubio.

2:45 Discussion Groups Report

3:50 Coffee Break.

4:25 "Effective Techniques in Producing and Supplying Services for Newspapers, Press Services, Farm Magazines, Radio Stations". Carlos Cordero, Chief, Publications Section, Ministry of Agriculture and Industries, Costa Rica.

5:20 Group Discussion. (Examine exhibits of services to Newspapers. Playback of tape recordings of typical farm radio programs).

6:30 Adjournment.

FRIDAY, February 1.

Morning: Presiding: Miguel A. Elvir.

8:35 Announcements.

8:50 "Campaigns: Education that is Concentrated and Quick" Jack Spaven.

How to organize, plan and produce materials for an educational campaign.

Importance of inter-office communications as well as external flow of information.

Objectives.

Selection and use of media.

Evaluation.

Other information regarding basic reasons for using and carrying on campaign activities.

9:55 Coffee Break.

10:30 Campaign Case Histories in Costa Rica.

(a) Long term, Continuing Campaign on Conservation of Natural Resources. Carlos Cordero and Rogelio Coto.

11:15 - 12:05 (b) Short term, Intensive Campaign on Ant Control. Ing. Francisco Rojas, Acting Director of Extension Service, Costa Rica, Ministry of Agriculture and Industries.

12:05 Lunch.

Afternoon:

Presiding: Miguel A. Elvir.

2:15 - 3:00 Group Discussion.

3:00 - 3:30 Preparation of Campaign Plans.

Participants were divided into teams, preceded by a briefing on this assignment.

Each team was provided with a consultant and a sample basic plan.

Each team then proceeded to plan a campaign of its own selection; and presented its plan on Monday, Feb. 4.

SATURDAY, February 2.

Teams worked on campaign plans.

SUNDAY, February 3.

Free

MONDAY, February 4.

Morning:

Presiding: Miguel A. Elvir.

8:50 Announcements.

9:00 Team Reports on Campaign Plans.

1. 9:00-9:20 Guatemala by Rubio - "The Extension Service". Discussion - 9:20-9:25.
2. 9:25-9:50 Honduras by Cáceres - "Latrines"
Discussion - 9:50-10:00

Coffee Break.

3. 10:35-10:50 Nicaragua by Medina Motta - "Soil Conservation". Discussion 10:50-11:10

4. 11:10-11:30 Costa Rica by Bolaños - "Control of External Parasites in Livestock".
Discussion 11:30-11:40

5. 11:40-11:55 Panama by Solís - "Control of Pests of Coconut Palm" - Discussion 11:55-12:05

12:05 Lunch.

Afternoon:

Presiding: Miguel A. Elvir.

2:15 Discussion of Panama campaign plan.

Presiding: E. Solís.

2:40 "Organization of an Effective Extension Information Office". Rogelio Coto.

Staff, space, equipment and supplies necessary to do the job.

3:15 Group Discussion.

- 3:20 Coffee Break.
- 4:00 Election of committee to draft recommendations.
- 4:40 "Training and Informational Support for Field Workers".
Enrique Sánchez Nárvaez, visual aids specialist,
Scientific Communications Service, Institute;
and Dr. Delbert T. Myren, assistant extension
editor, Rockefeller Foundation, Mexico.
- The importance of training in communications
methods and techniques.
- The place of house organs and their role in
training.
- Packets of tips and suggestions.
- Drawings and illustrations for use by field
Workers.
- Photographic support.
- Exhibit service.
- Slide set library.
- Flannelgraph figures.
- Etc.
- 5:35 Group Discussion.
- 6:10 Adjournment.

TUESDAY, February 5,

Morning:

Presiding: Dr. Delbert Myren.

- 8:40 Announcements.
- 8:40 - 9:30 "Information Services Under ICA/Turrialba Contract" -
Wallace L. Kadderly.
- 9:30 -10:20 "EXTENSION en las AMERICAS" - Juan E. Díaz Bordenave.
- 10:20 Coffee Break.
- 11:10 "Train-the-Trainer" Program; explanation by Rogelio Coto.
- 11:20 "Relations with Technical Staff of the Ministry of Agri-
culture and/or Agricultural Servicio". Carlos Cordero.

11:45 Group Discussion.

12:05 Lunch.

Afternoon:

Presiding: Enrique Sánchez Nárvaez.

2:15 Panel Discussion: "Relations with Private Industry".

What kind of cooperation is possible;
how to get interest and support of private industry;
pitfalls and problems.

Carlos Arias, in-charge of agricultural department,
Banco Anglo.

Angel Talavera, Jefe de Información, OIRSA.

Francisco Toro Calder, Extensionista,
Northern Zone, Project 39.

2:45 Discussion.

3:50 Coffee Break.

4:30 (a) Playback of taped radio programs.

(b) Discussion of Central American Agricultural
Information Association.

7:00 Adjournment.

WEDNESDAY, February 6.

Travel by chartered bus to the San Ramon and Palmares communities in Costa Rica for observation of ant control campaigns. Discuss the planning and results of these campaigns with local extension agents and committees.

Morning:

7:40 Leave San Jose for San Ramon.

10:10 Arrive in San Ramon.

10:45 Visit to Finca

- a) Introduction to Mr. Abelino Campos
- b) Talk on the work carried out by Ing. G. Campos S.
- c) Talks at the farm. Previous conditions useless for Cultivation vs. Present Conditions. Information given out by farmers after result and method demonstrations.
- d) Inspection of sites to see results of control measures (vegetation).

- e) Demonstration on the operation of the cyanogas pump sprayer.
- f) Questions and answers.

12:00 Lunch.

Afternoon:

2:00 Meeting of the Central Committee, San Ramon.

- a) Introduction of members
- b) Talk on the campaign in general - Ing. G. Campos S.
- c) Exchange of ideas - suggestions - Visitors and Members of the Central Committee

4:30 Visit to the Palmares Extension Agency - Preliminary meeting to organize a campaign in that area.

8:30 Arrive in San Jose.

THURSDAY, February 7.

Morning:

Presiding: Ing. Luis Bolaños Valerio.

9:00 Group Work on Planning a Central Information Office.

1. This tied in with program of Monday afternoon, Feb. 4.
2. Each group prepared a plan for a central information office — taking into account present organization, personnel, functions, budget, etc.; and projecting these in a manner that will meet future needs to the extent that these needs can be seen now.

Afternoon:

2:30 Work Groups report; and discussion.

6:00 Adjournment.

Evening:

8:50 "The Extension Supervisor Looks at Information".

1. Francisco Toro Calder, Extension Specialist, Northern Zone, Project 39.
2. Jose Manuel Tarano, Associate Director of Extension Service, SCIDA, Guatemala.

9:20 Discussion.
10:30 Adjournment.

FRIDAY, February 8.

Morning:

Presiding: Francisco Toro Calder.

8:45 "Evaluation". Fernando del Rio, Extension Specialist,
Agricultural Economics and Rural Life
Department of the Institute.

What is evaluation?

Why evaluate?

How to evaluate.

10:00 Coffee Break.
10:35 Discussion.
11:35 Discussion of formation of Association of Central American
Information Workers.
12:30 Lunch.

Afternoon:

Presiding: Miguel A. Elvir.

2:30 (a) Discussion continued. Election of officers of ACIA.
(b) Remarks by Helen Lortz and Armando Samper.
4:30 Coffee Break.
5:10 Report of Committee on Recommendations and Conclusions,
with discussion.
6:15 Adjournment of the seminar.

WHY WE ARE HERE

Wallace L. Kadderly

Why we are here is important; and the fact that we are here is equally important.

As I look around this room into your faces I feel very good. I feel that way because I see many familiar faces; and because I see so many people who hold very important positions in the five countries represented here. Just how important you are in the development of the agriculture of your respective countries and in the improvement of standards of rural living will become more apparent as this meeting progresses.

It is not my function to extend to you an official welcome. Ing. Torres will do that in just a few moments.

But I do want to talk to you about why we are here — about the objectives of this seminar.

First of all this meeting is just one part of many services and activities that are made possible through the cooperative arrangement that we often hear mentioned as the contract between the Inter-American Institute of Agricultural Sciences at Turrialba and the International Cooperation Administration in Washington D.C.

Second, we are here to exchange ideas and experiences on many things that are very important to the broad program of rural education that we know as Extension work with farm men and women and their children.

Third, this exchange of ideas and experiences is focused on two principal objectives. Most of you are familiar with these objectives; but I want to state them now because it seems to me they are the guideposts that will help us to keep on our course during this meeting.

These are the two principal objectives:

1. To emphasize the need for and the importance of information materials and services; methods and techniques —in the planning and carrying out of extension programs and projects.
2. To discuss the various subjects on the program in a manner that will result in a pattern, or conclusions, or ideas that will be helpful to any country; that will be useful as it seeks to improve or expand its extension information offices and services. I am thinking especially of the information services that help extension workers do a better job — extension workers in the national offices; and especially the workers in the field extension offices — the agencies.

It is very fortunate that we find around these tables the several kinds of workers who are needed if we are to be successful in reaching those objectives. If you will look in the seminar kits that were placed in your hands when you registered you will note that these are represented here:

1. Extension supervisors.
2. Leaders of extension work with rural women and with rural youth.
3. Extension agencies (field offices).
4. Information specialists from Ministries of Agriculture and Agricultural Services.

Then there are representatives from other groups and agencies who are not only interested in your problems and in your services but also can be of assistance to you in many ways.

As I said, we are here to share our ideas and experiences. This is not a classroom. There are no teachers here; no students. And yet — I predict all of us will learn a great deal before this meeting comes to a close.

If I am not mistaken this is the first meeting of its kind to be held in Central America. I hope it will not be the last.

WELCOME TO PARTICIPANTS

Ing. José Alberto Torres

"A widely developed educational information program nourishes the mind and conscience of thousands of men and women", said Ing. Torres in his opening speech.

After giving the official welcome on behalf of Minister Bruce Masís, Ing. Torres said:

The objectives of this Seminar emphasize the necessity of the collective use of all media available to agricultural extension information, as essential support to extension programs. This seminar also offers us a great opportunity for the exchange of experiences and ideas in the organization and operation of central information offices, an aspect in which you play a very important role.

In this seminar efforts will be made to outline a plan of the techniques and methods that can be used as a guide in the improvement of communities through extension. A very important aspect of this is the training

Ing. Jose Alberto Torres, director general of the Costa Rican Ministry of Agriculture and Industry, welcomes the group.



Wallace L. Kadderly explains the objectives of the Seminar.

of agricultural extension agents and supervisors who work in direct contact with farmers.

With such an outlook, it is satisfying to see in this meeting extension supervisors and agents and agricultural information specialists representing the Central American countries and Panama. I feel sure that this outstanding group will do an excellent job under the guidance of technicians with great experience and knowledge in this field.

The importance of communications between men was born with man himself. The importance of a mutual understanding has become greater as the human societies have increased and become more diversified. In their search toward these ends men have continuously been improving the fundamental means of information until they have reached advanced methods and systems capable of diffusing information and knowledge on human progress to all the different levels of society. In this particular case, as an inevitable support of agricultural extension, information has a mission to perform in the social-economic development of your countries.

The development of new technics and methods in agricultural information has put agriculture on a level of a science. With all the available media of communications such as radio, press, publications, visual aids, etc., information is an essential means of taking scientific advances to rural people. This should result in a higher standard of living, a more pleasant rural life and greater returns for the farmers efforts. Information may be compared to a machine that unravels an intricate network of threads representing science, research and practical results, and arranges them in an orderly manner from which they can be easily converted into a strong fabric with which a better society can be built.

The results of research and accumulated knowledge, are available only to a very small number of people; a widely developed information program gives nourishment to the minds and consciences of men and women. Thus it is necessary that the men charged with this function be adequately prepared to carry it out, and that those who already have knowledge on its different phases cooperate for the benefit of farm people. Information techniques and methods constitute a end to a means. That is, they are only part of the whole program of rural education.

We have outlined the importance which information has for the nation. We must add, however, that information also constitutes a basic means to inform people about public institutions what they are doing and what their purpose is. This enlists the peoples' interest in these institutions and brings the moral and economic support which is necessary for the continuance of these institutions. I am glad that in our country we have tried to organize a good agricultural information service, I am also glad to report that the results represent great dividends for our efforts; this is enough reason for us to want to improve. The information personnel do their work with a great enthusiasm and devotion worthy of praise, and I leave it to you to judge this work and its effectivity. In the same manner your advice and remarks will be of great value. Fortunately, here in Costa Rica, you will also be able to observe very closely the work of the Scientific Communica-

tions Services of the Inter-American Institute of Agricultural Sciences.

In closing, I want to express our best wishes for the success of this seminar and reiterate our efforts to be unconditionally at your service.

KEYNOTE SPEECH

Rogelio Coto

We consider that the exchange of ideas and the discussion of problems is an effective method to improve our professional capabilities. The contributions made by the participants in a seminar like this are always stimulating and educational. Each of you has a reservoir of knowledge obtained through experience. If shared that knowledge is very useful to all of us. It is in these ideas of yours that can make this seminar important. This meeting is also important because it is a logical means of turning agricultural extension information into a strong profession in Latin America.

We all agree that communications are important. We know that experience and knowledge should be the common possession of all people. This objective can only be accomplished through communications. Perhaps, in an underdeveloped social organization the transmission of knowledge and experience is accomplished more by tradition than by any other way. The older people share their knowledge with the younger. But the world continuously becomes more complicated and its society more complex. Under these conditions it is necessary to establish improved communication systems that will permit people to share knowledge and new discoveries.

It is not only important to establish good systems that make the diffusion of knowledge possible, but it is essential to give attention to the efficiency of communications. In our modern complex world, communications must be effective in order for human progress. We not only must be aware of the fact that we have to communicate, but we must be sure that our organization is efficient enough to do a good job of it. In order to do this it is necessary to establish the difference between "quantity of work" and "quality of work". Our main worry should be producing effective communications and not many communications. It is convenient to know the relation between time, effort and money spent in communications work and the results obtained in terms of persons reached by the communication and the impact it had on them. When too much time, effort and money are spent in producing communications that make a poor impact on the people, we are doing little toward human progress. With little time, effort and money we must effect a good impact that will stimulate changes the thinking, feeling and the way in which people live.

COUNTRY REPORTS OF INFORMATION ACTIVITIES

COSTA RICA

The agricultural information department is charged with the diffusion of publicity and extension information for the Ministry of Agriculture and Industries. Within that function it is responsible for maintaining good relations with the press and radio.

How does it function?

It is divided into the following projects:

- Project 1. Administration
Department head, secretary and person in charge of distribution.
- Project 2. Publications
Person in charge, two electric typewriter operators, one multilith operator, one assistant, three mimeograph machine operators.
- Project 3. Press
One person in charge
- Project 4. Radio
One person in charge, one assistant
- Project 5. Visual aids
One artist in charge, one draftsman, one photographer, one darkroom technician, one movie projector operator.
- Project 6. Library
One person in charge, one assistant.

Each project head is responsible to the department head. Subordinate personnel receive their orders from their respective project heads. The department head is responsible to the Director General of Agriculture and Animal Industry of the Ministry.

What does it do?

- Project 1. Administration - Plans the work and directs its execution. Supervises distribution of information materials.
- Project 2. Publications - Processes and edits all information material for publications.
- Project 3. Press - Prepares and distributes the daily news. Prepares an agricultural section for the Sunday morning papers.

- Project 4. Radio - Prepares, edits and distributes six programs daily broadcast by different stations and at different hours.
- Project 5. Visual Aids - Prepares visual aids (drawings, photos) for use in publications, press, and presentation visuals. Also projects slides and movies.
- Project 6. Library - Keeps reference books and other material of use to Ministry staff.

GUATEMALA

A. Organization of the Agricultural Information Section.

- 1) The Servicio Cooperativo Interamericano de Agricultura (SCIDA) is an agency of the Ministry of Agriculture. SCIDA is in charge of the technical and administrative direction of the Department of Agricultural Extension.
- 2) The Agricultural Information Section belongs to the Department of Agricultural Extension, and it is subdivided as follows:
 - a) Press and radio.
 - b) Bulletins.
 - c) Visual aids.
 - d) Fairs and expositions.
 - e) Art shop, and
 - f) Movie units.

Personnel in charge of this section is as follows:

Central Office

J. Francisco Rubio: In charge of the Section; he plans and edits bulletins.

Carlos Titus: Press specialist and editor of the "El Informador Agrícola". (Titus was moved to an executive function within the Ministry).

Jorge Castillo Velarde: In charge of editing and broadcasting radio programs.

Lily Santizo: In charge of preparing agricultural pages and of secretarial work.

Carlota Arroyo: Handles the Question and Answer section, prepares bulletins and does secretarial work.

Visual Aids:

F. Enrique Soto: Head photographer.

Guillermo Lucero: Field photographer.

René Bustamante: In charge of the photographic laboratory.

Sandy Bustamante: Prepares posters and helps Soto in preparing agricultural expositions.

Rolando Godoy: Specialized artist; he illustrates bulletins and information materials.

Printing:

Estéban Escobar Valenzuela: In charge of the mimeograph and the multilith.

Enrique Ramírez: In charge of the Ditto duplicating machine and pager.

Movie units

René Bobadilla: Operator of movie mobile unit No. 1.

Reginaldo Gamboa: Operator of movie mobile unit No. 2.

B. At present we have only two weekly radio programs which are being broadcast from three radio stations in the country. One of them is devoted to answering questions received from farmers throughout the country; and the other one is a talk on an agricultural topic.

For next year we have in mind a program for 4-H Clubs; and another one to encourage home economics activities.

Hours at which these radio programs are broadcast are as follows:

Radio Nuevo Mundo - Guatemala:

Thursday: 8:20 p.m. to 8:35 p.m.

Wednesday: 8:20 p.m. to 8:35 p.m.

Radio Nacional - Quezaltenango:

Thursday: 6:30 p.m. to 6:45 p.m.

Friday: 7:00 a.m. to 7:15 a.m.

Friday: 6:30 p.m. to 6:45 p.m.

Saturday: 7:00 a.m. to 8:15 a.m.

Radio Tikal - Flores, Petén:

We are awaiting information from this station.

C. The local press is provided with informative notes on the results of experiments, meetings, inauguration of new extension agencies and special events. The latter are written in the form of editorials.

D. We publish a weekly bulletin "El Informador Agrícola".

E. We haven't started yet to write for the farmer, because we lack the trained personnel that can take care of simplifying the materials.

F. Posters have not been produced as yet.

G. We produce photographs on agricultural extension work.

H. The movie units are installed in 6-cylinder Willys station wagons. They are equipped with a projector, loudspeaker, record player and a microphone. In addition to projection services, their loudspeaker facilities are also used for certain important meetings where the technical explanations must be given before a crowd.

NICARAGUA

The Servicio Técnico Agrícola de Nicaragua (STAN) was established in 1942 in the state of Zelaya on the country's Atlantic coast. The establishment of STAN came about through the financial contributions of the United States and Nicaraguan governments, and its purpose was to produce basic materials needed to carry on the World War II which was then going on. A few years later, STAN contemplated the introduction and propagation of crops that could be adapted to that zone, as well as the improvement of those crops already under cultivation along the Atlantic coast. It was not until the latter part of 1949 that STAN extended its activities to the Pacific coast of Nicaragua.

In 1951 STAN moved its offices to the Hacienda "La Calera" which is situated 12 kilometers north of Managua on the Pan American Highway. This Hacienda was purchased by the government to transfer the National Agriculture School

which had been established in the state of Chinandega in 1929.

At present STAN has several departments grouped in four principal divisions: research, services, vocational education and extension. The extension department established its two first extension agencies in 1951.

Although STAN is financed by the two governments, it functions as a part of the Ministry of Agriculture and Animal Industry.

Therefore, the extension department forms part of STAN and it is divided in the following manner:

- a) Administrative office .
- b) Agricultural supervision.
- c) Home improvement supervision.
- d) Extension agencies.
- e) Information.

The information section is charged with the work of diffusing, through different means, all the information considered useful to Nicaraguan farmers and rural women. To carry out this work it counts with the following personnel:

One head of information, one press and radio editor, one press and radio assistant, two visual aids assistants.

Information work is divided into the following parts:

Publications, press, radio, audio-visual aids, photographic file, special work.

Publications

The information section is charged with the work of editing all the STAN publications, and these are divided into several categories:

- Bulletins:** These contain information on experimental results and, therefore, are directed to a limited audience. To date 3 of these publications have been produced.
- Circulars:** These contain general information for farmers of mid-level education. These publications have been made as well illustrated as possible. Thirty-three of these have been produced.
- Pamphlets:** This kind of publication is aimed at the home and it contains useful information on how to prepare nutritious food

and on how to make simple, low-cost furniture. To date, 25 have been produced.

Leaflets: These contain information of a transitory nature. Only one of these has been produced.

Beside the above publications, six reprints have been produced (we call "reprints" those articles that are reproduced from the Ministry of Agriculture's magazine); two information reports which contain a mimeographed summary of the most important information given during the month through press and radio; three annual reports and other mimeographed publications on general subjects.

The distribution of publications is done by the extension agencies. These agencies are situated in the most important agricultural zones of the country and can be divided into two groups.

- a) Pacific Zone, which includes the agencies of Chinandega, León, Rivas and Masaya. These agencies carry out agricultural, home economics, and club activities.
- b) Central Zone, which includes the agencies of Boaco, Matagalpa, Jinotega, Estelí and Ocotal. The activities in this zone are limited to agriculture.

This year, 1957, we are planning to establish 2 more agencies, one at Carazo and one at Chontales.

In order to cover departments where there are no extension agencies with our publications, we send publications to the mayor, sheriff, or other public officer of the locality and they take care of the distribution among the farmers.

Our usual runs vary between 3 thousand and 6 thousand, although we have had runs of 10 and 15 thousand copies.

Our printing work is done by privately owned printing shops in Managua which give us a very good service. We also have in our office an electric A. B. Dick N° 445 mimeograph machine and a ditto duplicating machine. We also have all the necessary silk screen equipment and materials. We are also planning on purchasing a Multilith machine with the idea of printing all our publications ourselves.

The publications edited by the information section are checked and approved by a publications committee which is composed of two members from the information section, one member from the experiment station, and the author or authors.

Besides the STAN library, we also count with other references in the way of publications received through exchange with USOMs in Latin America and other institutions, such as the Technological Institute of Monterrey and the Inter-American Institute of Agricultural Sciences in Turrialba.

With this last organization we collaborate in the distribution of the magazine "Extensión en las Américas".

Press

The information section carries two weekly agricultural pages in two of the main newspapers of the capital. These two pages are: "Los Martes Agrícolas de la Noticia" which was started on October 5, 1954 and contains the following sections: "Advice to Farmers", "With Homemakers", "Here is Your Answer".

The other page is titled "Agricultura y Ganadería" and it comes out every Thursday in the "Novedades" newspaper. This was started October 14, 1955. It consists of the following sections: "Advice to Farmers", "Advice for the Home".

The newspaper owners give the space for these agricultural pages free of charge.

Any other information published is paid by the Extension Service according to the newspaper rates.

Radio

This section has a 15-minute radio program. This program was started on July 3, 1954, on Radio Mundial. At present it is broadcast on Sundays at 7:00 p.m. At first, these radio programs were financed by the Cultural Section of the United States Embassy. At present the Agricultural Extension Department finances them. When the program was initiated, arrangements were made so that other stations would re-transmit it, but this was soon discontinued because Radio Mundial has a range long enough to cover the entire country.

We have a tape recorder in the information section which is used to rehearse the programs before transmitting them. The final recording, however, is made at the Radio Mundial studio. This recording is made by the editor and the press and radio assistant. The establishment of a well equipped radio studio for the information section is being planned with the aim of improving our radio programs, and taking advantage of all the possible opportunities of gathering information directly from the STAN technicians.

Each radio program costs sixty córdovas, which is the equivalent of \$8.00.

Recently the Organismo Internacional Regional de Sanidad Agropecuaria (OIRSA) (International Regional Organism of Plant and Animal Sanitation) has kindly granted us part of their radio news program. We are taking advantage of this to broadcast news on general subjects related to the work of STAN.



Audio-visual aids

The information section is carrying on the following audio-visual activities: movies, slides, preparation of posters and illustrations.

All the section personnel collaborates in these activities. Movie and slide projections are done in the country's departments at the request of the extension agencies. The movies shown are loaned to us by the Cultural Section of the United States Embassy. After each show information is gathered as to attendance, places where movies are shown, and the opinions of the attendants. This is done with the aim of making an evaluation in the future.

The section has two movie projectors, two slide projectors, two screens, one amplifier and several loudspeakers. We are expecting to receive a well equipped mobile unit from the United States soon. With it we will expand our audio-visual work.

This section has so far produced two posters that have been distributed throughout the country. To help extension agents in their information work, they have been supplied with a specially constructed box that they can use as flannelgraph, blackboard and flip chart. He can also carry in the box several posters and other necessary materials for his talks.

Photographic file

In January 1955 the information section took over the photographic file of STAN. A filing system was worked out and photographs began to be filed according to it. In November 1956 the section was assigned the job of taking care of all STAN pictures, and at present this service is being given to all the STAN departments.

Cameras have been assigned to all agencies so that graphic reports of their activities can be obtained. The agencies send their photographs to the section where they are properly filed.

Development, printing and enlargement is done by private shops. Plans are being made for the establishment of a darkroom in the information section to do this work.

Special Jobs

The information section is in charge of the preparation of all illustrative materials requested by any of the STAN departments and extension agencies. Such materials as forms, invitations, posters, signs, etc. are prepared by the section when there are special events.

Training

With the aim of providing the information section personnel with the necessary training for a more efficient work, every training opportunity

offered by International Institutions has been taken. The section head attended the Second Audiovisual Communications Seminar held in 1956 in Panama. The press and radio editor and his assistant attended, in that same year, to two training courses given in the United States; the former took an Agricultural Press and Radio Course, and the latter took the Audio-Visual Aids Course.

Problems

As in all other phases of life, we also have to confront a great number of problems in our information activities. These problems can be summarized in the following manner:

Illiteracy: In Nicaragua it is 60%.

Bad means of communication: These constitute a big obstacle for the diffusion and range of agricultural information.

Lack of electric power: The lack of electricity in rural areas limits very seriously the reception of radio programs and our audio-visual activities.

High printing costs: The lack of competition in the graphic arts results in very high printing costs for publications. This forces us to limit our publications to a reduced number of copies, although we realize that the greater the number of copies, the lower the cost.

Scarcity of illustrative materials: This situation forces us to order these materials from abroad and consequently much time is lost in waiting for their arrival.

Lack of collaboration from private newspapers and editors: These do not seem to realize the importance that agricultural information has and many times do not give newspaper space to the articles and information sent to them.

These are, among others, some of the problems that we have to deal with in the Information Section. We hope to be able to solve as many of them as possible, so that we can contribute more effectively to the rural life of Nicaragua.

PANAMA

The "Servicio de Divulgación Agrícola" (DAP) is exclusively an agency of the Ministry of Agriculture and it is financed from national funds. It was established in the latter part of 1952 and began operating in the early part of 1953, so, it is four years old.

DAP has its central office in Panama City and 15 agencies throughout the country, plus four sub-agencies. The first DAP agency on the Atlantic coast has just been established at Colón. Soon there will be another established at Darién.

As far as SICAP (Servicio Interamericano de Cooperación Agrícola de Panama) is concerned, it is a cooperative service financed by both the United States of America and Panamá governments. DAP and SICAP are sister institutions; they occupy the same building and help each other.

This way, for example, we plan many of our own publications but they are printed by SICAP. Dr. Birdsall, Director of SICAP and the Technical Information Division offer us their most generous collaboration at all times.

Information Section of DAP

Our personnel consists of the person in charge, one secretary and one photographer. We have a mobile unit that we share with SICAP.

We publish a bimonthly magazine for the Ministry of Agriculture and agricultural information pamphlets for distribution to farmers. Our most urgent needs are those of more resources and more personnel.

Radio

The present Minister of Agriculture don Victor Navas, favors our project of educational farm radio programs. These will start in late February 1957. We will have a separate office for this project, with a script writer and an agricultural technician. We will have a 10-minute program every day. We are planning on creating one or more "typical characters" to put on dramatizations. We will follow the same pattern of "La Voz de los Andes" in Ecuador.

Agricultural Pages

We carry agricultural pages in the two most important papers of the country, "La Nación", and "El Panamá-América". These papers courteously grant us the space for the agricultural page. They, naturally do a lot of advertising in these pages.

Reprints of these farm pages are used for distribution in the country. They are also used as wall-papers in meeting places.

We also send agricultural news and general information daily to the "Estrella de Panamá" and other newspapers as well as to radio stations.

HONDURAS

The technical information section is the most recently organized office within the Servicio Técnico Interamericano de Cooperación Agrícola (STICA) of Honduras. It was established in October 15, 1956.

This new section not only aids the Extension Service but cooperates with the other STICA departments in producing bulletins, and material for the press, radio, etc.

The section is staffed by a head, a secretary, an artist, darkroom technician, a mimeograph operator and an assembler.

It publishes the "Boletín Mensual" of which two editions have been distributed. A "Estenofax" machine has been used in printing this bulletin. This machine is very useful in reproducing material from other publications when these have to be mimeographed. Several circular letters have also been produced.

Mr. Manuel A. Cáceres, head of section, received in-service training at the Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica.

HOW FARM PEOPLE ACCEPT NEW IDEAS

Rogelio Coto and Juan E. Díaz Bordenave

We wish to state from the very start, that the ideas presented in this talk are not originally ours. They are not the product of research conducted in Latin America. They are a product of sociological studies made in Iowa and other states of the United States of America. Messrs. Bohlen and Beal, sociologists of Iowa State College have made a report covering the essential conclusions of many of those studies carried out in the States. This talk is based on Bohlen and Beal report.

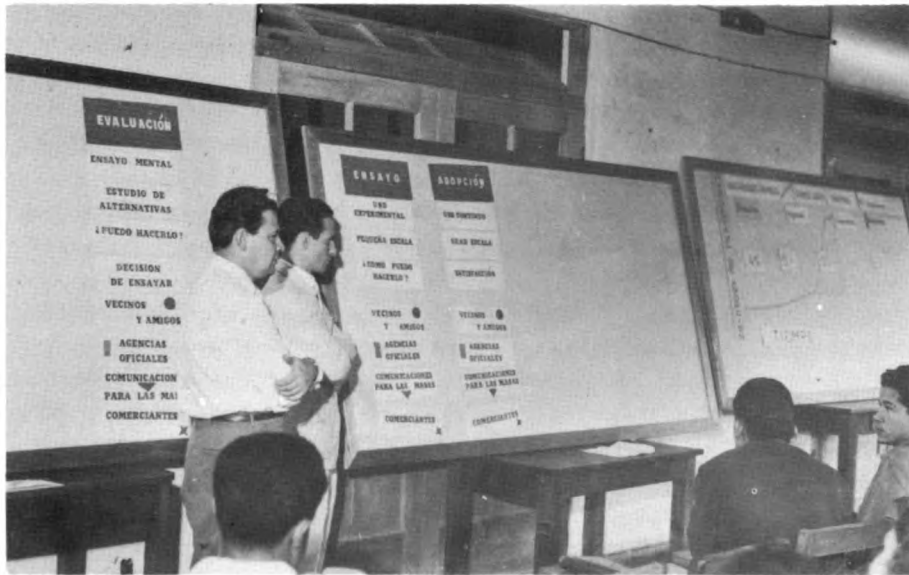
Stages in the Process of Acceptance

The acceptance of a new idea is a complex process involving a sequence of thoughts and actions. Usually decisions are made after multiple contacts with various communication channels. These contacts are made over a period of time. For instance, the average time span from awareness to adoption of hybrid seed corn in Iowa was 7 years. Adoption of most other hybrid seeds has come more rapidly. Changes which involve new skills or techniques usually require longer periods of time. However, once an idea has been introduced and the process initiated in any given community, some people can be found at all stages in the process of acceptance. This process may be broken down into five stages as follows.

1. **AWARENESS:** At this stage the individual learns of the existence of the idea or practice but has little knowledge about it.
2. **INTEREST:** At this stage the individual develops interest in the idea. He seeks more information about it and considers its general merits.
3. **EVALUATION:** At this stage the individual makes mental application of the idea and weighs its merits for his own situation. He obtains more information about the idea and decides whether or not to try it.
4. **TRIAL:** At this stage the individual actually applies the idea or practice—usually on a small scale. He is interested in how to apply the practice; in amounts, time and conditions for application.
5. **ADOPTION:** This is the stage of acceptance leading to continued use.

An integral part of the acceptance process is the communication of information at these various stages. Information is communicated through various channels which may be generally classified as follows:

1. Mass communications media (newspapers, magazines, radio, TV and circulars letters).



Rogelio Coto and Juan Diaz Bordenave listen to a question from one of the participants following their talk.



Part of the group is shown, as the Coto-Diaz Bordenave team uses a 30-foot flannel board to show how farm people accept new ideas.



Rogelio Coto shows why mass media are so important in the first stages of the adoption process.

Juan Díaz Bordenave explains a point in his talk on "How Farm People Accept New Ideas"



Work groups gather to discuss how they can put to practical use the information given to them by Coto and Diaz Bordenave.

2. Neighbors and friends.
3. Salesmen and commercial dealers.
4. Direct contacts with agricultural agencies (professional workers in Extension, Soil Conservation Service, Agricultural Conservation Program and Vocational Agriculture).

The Diffusion Process

In the Awareness Stage

At this stage the individual knows little about the new idea beyond the fact that it exists.

More people become aware of new ideas from mass communications media than from other sources. This is supported by studies in different parts of the country. Some studies, such as that of hybrid corn in Iowa, indicate that salesmen are important in creating awareness of new ideas which involve the use of a commercial product. Neighbors and friends are important creators of awareness of new ideas among the lower socio-economic groups.

Some studies reveal that government agencies such as the Extension Service and other agencies are the second most important contact for informing people of the existence of an idea.

It is at the AWARENESS stage that the mass media devices have their greatest impact. The evidence is that for the majority, mass media become less important as sources of information after the individual has become aware of the idea.

In the Interest Stage

At this stage, the individual obtains general information about the idea. Mass media still play an important role in providing this type of information. They provide information which is timely and readily available from a wide range of sources. Many rely upon agricultural agencies at this stage while others rely upon neighbors and friends. Agencies can provide results of experiment station research. Farmers with outside contacts are also important in stimulating interest in new ideas and practices. The channels of communication which can provide general information which rural people will accept as valid are the most influential at this stage.

In the Evaluation Stage

In this stage the potential adopter evaluates the new idea in terms of his own situation. He weighs its economic aspects in terms of land, labor, capital and net returns. He also appraises it in relation to values

other than economic—i.e., his personal preference in enterprises and activities, family resources, family goals and interests, and its effect upon his relationships with his neighbors and friends.

The data available indicate that as people are evaluating an idea for their own use, they usually consult with neighbors and friends whose opinions they respect.

The earlier adopters tend to depend upon agricultural agencies during this stage. Farm people, in general, go to sources of information which they consider to be dependable for information at this stage. This usually means that the sources are ones with which the farmer has personal contact, i.e. his neighbors and friends. These sources have demonstrated ability to consider new ideas in terms of the local situation. The reasons for the apparent lack of importance of mass media and salesmen at this and later stages of the adoption process are: (a) The information provided through these channels is too general; (b) the potential adopters mistrust some mass media information because they feel that the information is tempered by the business interests of those who are in control of them.

In the Trial Stage

This is the stage where farm people preparing to try out the new idea are primarily concerned with getting information on how to do it and when to do it. Where possible, the new idea or technique is tried on a small scale, i.e., one bushel of hybrid seed corn was planted the first year; commercial fertilizers were used on small plots, etc. At this stage agricultural agencies become more important along with neighbors and friends, who continue to be important sources of information. Two-way information is usually needed to obtain the detailed information on how and when the new technique is to be applied. Some techniques require technical "know-how" which the average individual does not have.

Salesmen are important providers of information at this stage when a commercial product is involved.

Mass media have been relatively unimportant as information sources at this stage.

In the Adoption Stage

This is the stage at which the idea has been completely accepted. The individual is satisfied with its use under existing conditions. The greatest single influence in continued use of any idea is the individual's personal satisfaction with early trials. Continued use also depends upon the individual's success with the practice under varying conditions.

There is some evidence to indicate that adopters seek information to interpret results in relation to their own situation. This is most likely to be provided by neighbors and friends and agricultural agencies.

An understanding of failures of new practices is as important as interpretation of successes. For example, hybrid seed corn use is sometimes discontinued because individuals have used strains unadapted to their climate and soil conditions and have had results that were unsatisfactory.

Diffusion Process Varies with Types of Change

There is a wide variation in the types of changes in farming. They are of a qualitative as well as a quantitative nature. An example of a qualitative change would be a change from non-use to the use of commercial fertilizer. An example of a quantitative change would be the variation in the amounts of fertilizer applied. For some changes, however, the distinction between a quantitative and a qualitative change is not always clear--i.e. a change from low analysis to high analysis fertilizer.

The content of changes includes: (a) the change in the amount of human effort required; (b) the change in amount of capital or physical materials required; (c) the change in manipulative skills and (d) the change in management ability required for maximum benefits from the new idea. Taking these elements into consideration, changes in farm practices may be classified as follows:

1. Change in materials or equipment only, without a change in techniques or operations (e.g., new variety of seed).
2. Change in existing operations with or without a change in materials or equipment (e.g., change in rotation of crops).
3. Change involving new techniques or operations (e.g., contour cropping)
4. Change in total enterprise (e.g., from crop to livestock farming).

Such a classification of changes is helpful in determining the role of various communicating agents in implementing change. For example, the one-way communication of the mass media may be sufficient to initiate a change in a seed variety, while a combination of media including two-way personal communication may be necessary to implement a change from straight-row to contour farming.

The relative advantage of the new as compared with the old way of doing things is another condition affecting its acceptance. In economic terms this is the comparison of output per unit of input--the relative efficiency of the new items. The greater the efficiency of the new technology in producing returns, not only in the form of economic goods but also in other forms of satisfaction, the greater its rate of acceptance.

Another aspect of new practices affecting their rate of acceptance is the relative ease with which they can be demonstrated and communicated. For example, the ease with which an advantage of hybrid corn over open-pollinated varieties can be demonstrated no doubt has influenced its rapid acceptance. On the other hand, the difficulty of demonstrating the advantage of

strip-cropping or new crop rotations has made for slower acceptance of these practices.

Sequence of Influences in the Adoption of Practices

From the time a new idea is formed until it is generally accepted, multiple influences are at work. These include the various means of communicating ideas which have been discussed earlier in this report.

The relative importance of these means varies with stages in the process of acceptance discussed above. Also earlier and later adopters rely upon different channels of communication particularly at the evaluation and trial stages.

People may be classified into categories according to the sequence in which they adopt new practices: innovators, community adoption leaders, local adoption leaders, later adopters and nonadopters.

Innovators are the first to adopt new ideas. They are independent in their thinking and have a wider range of contacts. They are known as "experimenters" and "people who are always trying out new things". They are seldom named as persons to go to for advice on farming. They are not necessarily adoption leaders in their neighborhoods and communities. Such persons may not be present in every community.

Community adoption leaders are not the very first to try new ideas, but are among the first to use approved practices in their community areas. They are not the persons who test the untried ideas but they are quickest to use tried ideas in their own situation.

The community adoption leaders are usually the larger and more commercial farmers in their areas. They have direct contacts with agricultural agencies and may be the leaders in farm organizations. They tend to have a higher level of education and read more bulletins, magazines and newspapers than do the average. They participate more than the majority in formal organizations and have wider social contacts.

Local adoption leaders. These are the people to whom the majority look for information and ideas in their farming operations. They are not necessarily innovators or early adopters, but they do adopt ideas sooner than the majority who look to them for information. They have information contacts with agricultural agencies and other farmers outside their immediate localities who have tried the ideas. In their personal and social characteristics they are similar to the majority, but they are expected to take the initiative within their groups. They are sometimes called informal leaders. Their leadership position is maintained on the basis of being "sound" and showing ability to use good judgment. One remains an informal leader only so long as he is considered by others to possess these attributes.

These local adoption leaders or informal leaders are important links.

in the chain of communication. Studies show that these informal leaders are identified by the majority of farm people as neighbors and friends rather than as "leaders", because that's what they are to these people. They are not thought of as leaders by their associates. Their leadership is not established by election--it is established by actions which have won the respect of their associates. These informal leaders are not necessarily the open seekers of offices in formal organizations. They are not necessarily the volunteer leaders who recommend themselves to the county agent or the vocational agriculture teacher for service. Their leadership is oriented toward their following rather than toward those whom they may consider to be "leaders".

Later adopters are the majority of the people in the community who adopt new ideas. This group depends primarily on the local adoption leaders for information and ideas, although some have contacts with agricultural agencies and become aware of ideas through mass media. The later adopters have less education, participate less in community affairs and are older than those who adopt ideas earlier. There are some to whom a practice might apply who never adopt it. They have even less education and social contacts than the later adopters.

In any community, there are always some to whom the practice does not apply and for whom these generalizations do not hold true.

Summary and Applications

People go through several stages in learning about and in adopting new ideas. These stages may be classified as: awareness, interest, evaluation, trial and adoption. Mass media make their greatest impact in the awareness and in the interest stages. Neighbors and friends are most important as sources of information in the evaluation stage. In the trial stage agricultural agencies and neighbors and friends are important. Dealers and salesmen are important as sources of information in this stage when commercial products are involved. There are also variations in the types of communication used according to the nature of the change.

Variations in rates are influenced by individual, group and community factors. These condition the decisions of farm operators in considering new ideas and practices.

The adoption of a new idea follows a sequence of influences from the time an idea is formed until it becomes generally accepted. In this diffusion process people may be classified into types based upon the sequence in which they accept new ideas and practices as follows: innovators, community adoption leaders, local adoption leaders and later adopters.

One of the functions of leaders among farm people is to diffuse new ideas and practices. It is their task to expedite the process of getting ideas from their sources of origin to those who can use them. To be effective in this process one must know what techniques to use at the different stages and how to mobilize them effectively.

He must also know in which stages in the diffusion process the people

are. For example, it would be a waste of energy to devote educational efforts to instruct people how to do something—information pertinent to the trial stage—when the majority of them are at the stage of needing data about what the idea is—i.e., at the interest stage.

In order to be most effective, an agricultural leader must know how to use all of the communications channels available to him. For example, the informal leaders have contacts and influence with people which no other channels can provide. The most effective use of the informal leader requires that one work with him on an informal basis. Giving the informal leader public recognition may jeopardize his position of leadership and thereby the influence which makes him an important resource in extension and other programs.

In order to be effective as an educational worker one must understand:

- a. The nature of the acceptance process.
- b. The values and aspirations of the people with whom he must work.
- c. The formal and informal group relationships within his area.
- d. The availability and most appropriate use of mass communications.
- e. The sequence and interrelationships of influences in acceptance of new ideas.

In addition to knowing how to use the various channels of communication in bringing about adoption of practices, educators must be sensitive to the customs, values and aspirations of the people with whom they work. Changes are accepted when they support these values and aspirations. Hence it is important to show how and to what extent they do so. For those most concerned with the security obtained by owning their farms free of debt, one can show how the adoption of improved practices will contribute toward this end. For those placing a high value upon material conveniences, one can show how the adoption of improved methods of farming will help obtain these conveniences.

Finally, the person attempting to speed up the process of acceptance of new ideas and practices must be aware of the total process and the sequence of influences at different points in this process. It is necessary to intermesh the impersonal with the personal and the technical with the nontechnical. In this sense the influencing of change is an art which requires sensitivity to the many phases of the acceptance process; it also requires the ability to make most effective use of the various means of influencing acceptance.

EFFECTIVE TECHNIQUES IN PRODUCING AND SUPPLYING INFORMATION
SERVICES FOR NEWSPAPERS, AGRICULTURAL MAGAZINES AND RADIO STATIONS

Carlos Cordero J.

Newspapers, agricultural magazines and radio stations are important outlets for agricultural extension information. It is for that reason that cordial relations with them are so important.

The production of materials for press and radio can be divided into 2 groups: (a) timely publicity material and (b) educational material.

Timely publicity material is important to the ministry or servicio because of the prestige that it gives these institutions. To the newspapers and radio stations it means "news".

Educational material is also important to the ministry or servicio because it helps to direct and develop educational programs; to the newspapers and radio stations because it gives the readers and listeners in rural areas information that helps them solve their problems.

Generally, farm magazines are not interested in "news"; but they are interested in technical or educational material; in both cases, the interest of the information worker should be to supply the magazines with the kind of material they wish.

Make your office the information center of your department

Very often the newspapers do not publish information from the ministry or servicio because they do not know where or from whom to get it. If you convert your office into an information center, this problem is solved.

Produce good material

Your communiques should be of the most reliable kind. You should see to it that information outlets should consider your office as the best and most reliable source of farming and homemaking information available.

Always have plenty of material

The press and radio always need good material. See to it that your office always has plenty of material available, including good photographs.

Establish close contact with the press

Try to establish friendly relations with the newspaper writers and

radio men who visit your office; do the same with the editors, professional writers, magazine publishers, and others.

Make frequent visits to newspapers and radio stations and offer them your cooperation in supplying special information; occasionally, and upon request, supply them with special "exclusive" material.

Make people know that you are moved by a desire to serve.

If circumstances permit, become a member of press associations, or radio announcers societies. This will show that you are interested in the welfare of others.

Never be antagonistic toward the press

This is conclusive: never be antagonistic toward the press. When it is necessary to make any corrections or correct any statements, be tactful in doing it. With a little imagination you can make things clear without hurting the newspaper man who made the mistake. Remember that what you want is to correct or clarify a statement and not criticize the newspaper or writer.

If your department is criticized or attacked give objective explanations and present reasons and facts in your defense. If their criticism is justified, recognize it with honesty and inform them as to what you are doing to correct the error. Never use an aggressive tone or even one that might sound argumentative.

Bring the press closer to your work

Invite the press to participate in the important activities of your department. Promote arrangements in the official programs so that the press can take trips out to the field to observe and cover important activities.

Try to arrange interviews of the administrators of your department with the press. Also promote press contact with the extension field workers as often as possible. In these matters, proceed as informally as discretion permits. Generally, press people do not like strict protocol.

Interest the press in the production and execution of your farm and home programs. If you think it opportune, and it does not interfere with the newspaperman's or announcer's work, ask them to serve on your advisory or consultant committees, etc. Make them feel that their participation can be useful and that you wish to have it.

Production of material for press and radio

Never try to produce articles of a technical nature on your own; always have a technician collaborate with you in preparing such material.

During the course of this seminar you will no doubt hear more about

this subject. I simply wish to remind those who write this kind of articles the following: the extension information worker is not a source of technical knowledge in agriculture or home economics; that is the technicians's job. Our job is to interpret their advice and recommendations so that farm people can understand them and put them into practice. For this reason it is best for you to obtain the cooperation of the technical and research staff members of your ministry or servicio.

Organize a good system of distribution

Always have personal envelopes ready with the material you wish to distribute to newspaper men visiting your office. If you have to deliver these materials, make sure that you use a reliable means of delivery.

Good presentation of material

Your copy should be easy to read. Use good paper; write double space and only on one side of the paper; do not make any erasures.

If the paper used does not have your department's letterhead, design and print one that is original. This detail is very important; the editor knows where it comes from just by glancing at it. Identify each article with a short heading so the editor will know at a glance what each article is about.

Accompany your materials with good photographs. Write a good caption for each photograph. Sometimes the reader only looks at the photographs, reads their captions and glances at the headings of the articles without reading the whole story.

Never write headlines for your articles when you send them to the newspapers unless they ask you to do it or unless you can count on a fixed amount of space in an agricultural page.

Make sure that your radio programs are broadcast at appropriate time when you know a good audience is listening. Audience surveys give very useful information.

CAMPAIGNS - EDUCATION THAT IS CONCENTRATED AND QUICK

John W. Spaven

Campaigns are not new.

Although campaigns have been in use for centuries in gaining objectives for politicians and soldiers, the use of the campaign methods for by educators is relatively new. Yet successful campaigns designed to bring a quick concentration of information helpful to rural people of the world are becoming more and more numerous.

Almost everywhere you look today, you can see successful examples of how the campaign method is helping Extension administrators, technicians, information staff members, and field agents to speed the adoption of improved farming and homemaking practices.

Today we will hear a first hand account of how two Costa Rican Extension campaigns were planned and carried out; and we'll also learn exactly what these campaigns accomplished for the good of the nation.

Before we hear these examples of a long term and short term campaign, I want to discuss with you some of the principles of campaign planning and execution.

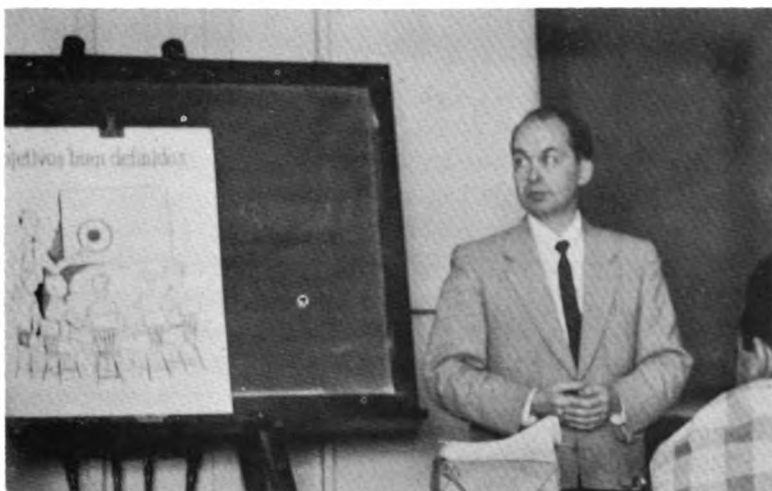
Why use a campaign?

The more often people are exposed to a new idea, the more likely they are to adopt it. For example, a man may become aware of a new idea through a motion picture. At first he is only mildly interested, or even indifferent. But a few days later he hears the same idea on the radio. He may hear about it again at an extension meeting. His fourth exposure to the idea might be in a newspaper story, leaflet, or in a conversation with a neighbor. By this time he is probably becoming receptive to the idea and is perhaps even ready to give it a try.

It is on this principle that educational campaigns are based. A campaign is a coordinated use of different methods of communication aimed at focusing attention on a particular problem - and its solution - over a period of time.

When to use a campaign.

Not all problems are adapted to campaign treatment. To determine whether or not a campaign is justified, ask yourself the following questions: Is the problem important to a large number of people? Can the problem be solved without major or complicated adjustments by the farmer? Can a definite time limit be set for the duration of the campaign? Is it possible to establish campaign goals and to measure progress toward these goals?



The principles of planning and carrying out an effective agricultural campaign are explained by John W. Spaven.

Costa Rican participants check a final point in their campaign plan. Left to right: Carlos Cordero, Rodrigo Sandoval, Ing. Luis Bolaños Valerio, Hugo Chaves Villalobos, and Virginia Solano.



How many campaigns at one time.

If the campaign technique is so effective, why not have a campaign in every field of extension work? There are several reasons.

First of all, most extension services do not have enough funds or a large enough staff to conduct several campaigns at one time. Also, communication outlets, such as newspapers, magazines, and radio stations can cooperate only as far as space, time, or other facilities are available. With several campaigns operating simultaneously, one extension campaign would compete with another for available space and time.

Finally, if farm people are to be impressed with the message of a particular campaign, it is not wise to divert their attention to other problems. Several campaigns aimed at the same people at one time tend to confuse them and compete for their attention.

FIVE STEPS IN A CAMPAIGN

There are five important steps in educational campaigns as they are used in agricultural extension programs: (1) planning the campaign; (2) preparing people for their jobs; (3) producing materials; (4) launching and carrying out the campaign; and (5) evaluating the results.

Planning the campaign.

Once the Extension administrators make the decision that a problem warrants a campaign, it is time to develop detailed plans. The success of a campaign depends largely on careful and thoughtful planning at the start.

Set up a committee.

The planning should be done by a campaign team or steering committee of administrators, subject-matter technicians, information specialists, and local extension workers. The same team should continue to guide the progress of the campaign to its end and also evaluate the results. Get the best brains available for this committee.

Establish the objectives.

The planning committee should first establish the purpose, objectives, and expected results of the educational program. A campaign without purpose is wasteful and meaningless, can hurt future efforts. The campaign must be consistent with extension policies and with the long-range program for the area.

Clear-cut objectives.

Clear-cut objectives will help campaign workers to: (1) establish specific goals; (2) prepare the budget; (3) set a time limit; (4) plan effective use of teaching and communication methods; and (5) define the special target audiences so that appropriate appeals and approaches can be planned.

Schedule the activities.

At an early planning meeting set a time limit on the campaign. How long a campaign should run depends on many factors - the people you want to reach, the communication outlets and extension teaching methods available, the budget, and to an even greater degree, the subject-matter itself. Most extension campaigns run several months. But campaigns on complex or difficult problems may last longer.

With the time limit set, the steering committee can schedule activities. They may, for example, want to establish demonstration plots in different parts of the state; conduct a series of tours and demonstrations; plan a statewide short course or conference at the state college of agriculture. Subject-matter and information specialists can time the preparation and distribution of educational materials and can decide how best to coordinate the different communication methods.

Remember that unless the subject matter is extremely new, your audience will range all the way from people who never heard of the new practice to those who have already tried it, whether successfully or unsuccessfully.

The tempo of activities is important. Usually the action part of a campaign can be divided into four stages: kick-off, build-up, smash, and follow-through. Successful campaigns are timed and spaced so that the smash, complete how-to-do-it information, reaches the farmer just before it is time for him to act.

Select the media.

As you plan the various steps of the campaign, consider which of the various communication media can best be used to inform, interest, inspire, and instruct the audience.

Be sure to get the best possible results for your money and effort. Not all communication channels may be suited to or available for a particular campaign. List the advantages and disadvantages of every available medium. Plan to use as many of the most effective available media as possible.

You may find that a needed item, such as a color motion picture, is too expensive for your budget. An interested commercial concern, however, may be glad to contribute the money.

Deciding what is to be presented through each communication channel at various stages of the campaign is the heart of your overall coordinated plan.

Prepare a budget.

How much money you have available may be the deciding factor in your choice of various methods of communication. So a budget should be improved by the administration and funds set aside as soon as possible.

Prepare a handbook.

One of the many tasks of campaign planning is to bring together in one handbook all the available, pertinent knowledge about the subject. This is a job for subject-matter and communication specialists. Together they should plan, organize, and prepare a campaign handbook or "book of facts".

Compiling such a handbook can be the most time-consuming part of campaign planning. Yet the success or failure of all activities depends on how thoroughly this job is done. It will provide the raw material and the basis for coordinating all campaign activities. Consequently, make it the product of the best cooperative thinking of the entire campaign team.

Among the things to include in the handbook are the following:

1. Compilation of all subject-matter information needed for the campaign.
2. A thorough examination of the problem and detailed information on the solution.
3. Practical advice for farmers on the part they can play and the practices they should follow.
4. Benefits to the state, region, or nation resulting from a successful campaign.
5. Details relating to the aims of the campaign, the time limits, ways of reaching desired audiences, communication media to be used.
6. List of organizations that are potential cooperators or supporters.
7. List of available teaching aids, such as films, scripts, photographs, exhibits.

Plan to evaluate.

Provide in the plan a budget for measuring and evaluating the campaign's effectiveness.

Preparing people for their jobs.

A successful campaign requires the active participation and cooperation of a great many people. To make their best contribution, these people need accurate, definite information.

Encourage an information-minded staff.

Your campaign starts with members of the staff - administrators, subject-matter specialists, etc. They are the ones who will furnish much of the basic information. To do this most effectively, they will need to be kept up-to-date on the plans and progress of the campaign. Keep them informed by reporting all plans at committee and organization meetings or through staff publications and letters. Talk with staff members frequently. Remind them to supply facts and ideas for news stories, radio talks, TV programs, publications and visuals.

These internal campaign tasks are as important as the external ones of preparing information for your target audience.

Train campaign workers.

Field extension workers and other members of the campaign organization need information that will enable them to carry out their parts of the work effectively. This can be supplied through regional or local training schools.

Include training on both subject matter and communication skills. Subject-matter specialists, using the campaign handbook as a textbook, can provide information on all phases of the problem and its solution. Information specialists can teach campaign workers how to make the best use of available channels of communication.

Train community leaders.

Training schools can also be used to acquaint outstanding farmers with the reasons for the campaign. Invite farmers who are community leaders to attend these schools. Ask them to pass along the information to their neighbors.

When a progressive farmer tells his neighbor that he likes a certain way of planting seed or harvesting hay, the neighbor often tries it. Local leaders can thus add greatly to the success of campaigns.

Give each of these schools local support through the press, radio, magazines, circular letters, and other available media.

Keep businessmen informed.

Special meetings or schools for interested businessmen will help to make the campaign successful. For example, in a better-forage campaign, subject-matter specialists might conduct regional meetings for feed, seed, and fertilizer dealers. Farmers often rely on these dealers for advice about which seeds and fertilizers to use. Therefore, it is important that the dealers's suggestions fit in with those made by the extension service.

Inform communication outlets.

The success of your campaign will depend partly on the cooperation of newspaper editors, radio and TV broadcasters, and people in charge of other outlets of communication. Make sure these people understand the reasons for the campaign what the problem is and why the solution is important to the state, community and nation. Tell them about your plans and elaborate on some of the major events that will take place. Before the campaign starts, mimeograph or print this material so that editors, writers and broadcasters can use it easily.

Producing campaign materials.

What information materials are needed and when they will be needed are determined when you are planning the campaign. But getting the materials written, edited, illustrated, produced, and distributed - on schedule and within the budget - requires systematic administration and careful attention to detail.

Launching and carrying out the campaign.

Distribute materials. Mailing lists of individuals and organizations to receive campaign materials should be prepared when the campaign is planned. Basic lists of newspapers, magazines, radio and TV stations, and other information outlets are, of course, essential. Check these lists to make sure they are complete and accurate.

For any specific campaign, you will usually need to compile special lists of individuals, interested business firms, and other groups not ordinarily reached by extension mailings, to whom you will want to send circular letters, questionnaires, promotional booklets, and other materials as the campaign progresses.

Alert communication outlets. Once the campaign is ready to start, alert all communication outlets. Remind them of your purpose and plans. Bring them up-to-date on developments that may have occurred since you originally contacted them.

Kick-off meeting. Focus public attention on the start of a campaign with a "kick-off" meeting. Invite everyone who has an interest in the campaign. Send special invitations to editors, reporters, broadcasters, and other people representing different media of communication. These people must be convinced that the meeting is worth attending and reporting. So arrange events of real news value for the meeting. Describe some of these events in your invitations to the people representing communications media.

One of the most successful ways of making news with a kick-off meeting is to have well-known celebrities take part in the program. Another method of reaching the public eye and ear is to have the Minister of Agriculture proclaim a special day, week, or month. "Green Pasture Week", "Dairy Day", "National Health Month", and "Rural Youth Week" are examples.

Announcements of campaign contests, slogans, catch phrases, press tours, and social parades or gatherings are well known methods of attracting public attention. These can be used singly or in combination at the kick-off meeting.

Build-up, concentration, and follow-through. After you have launched the campaign, informing people about the need for a certain line of action, you must maintain their interest so they will be ready for the concentration area of the campaign - or the part that inspires them to take action. Exactly how you will do this and when you will give your broadcasts, make your special mailings, and release your various news stories and other materials should have been decided in your campaign planning. The concentration should come just before it is time for the farmer to act. Be sure that by this time the farmer has all the information he needs to take action successfully.

After this comes the follow-through. Sometimes additional subject-matter material may be needed for this part of the campaign. If you have been encouraging the adoption of a new crop variety, for example, your smash may come just before planting time. But you will probably want to follow this with information on cultivation, weed control, and harvesting methods. Progress reports and stories about individual farmers who have successfully adopted the recommendations of the campaign are also part of the follow-through.

Evaluating the results. Evaluation should be a continuous process. Most campaign teams check the effectiveness of their efforts throughout the campaign. The main job of evaluation, however, comes after the campaign has ended. Even then, all the campaign results may not be evident. It often takes years to change established practices.

Evaluation has the primary purpose of judging the effectiveness of a particular campaign. But in addition, it can yield information that will be useful in conducting future campaigns.

A GUIDE FOR PLANNING AN EDUCATIONAL CAMPAIGN

John W. Spaven

What is a suitable topic for a campaign in my country?

Is there a genuine recognized need to be satisfied?

Can this problem be solved with the present agricultural and home economics extension service?

Can the campaign be conducted on a topic of this kind within a definite time limit?

Can I make a good use of many extension teaching methods in conducting a campaign on this topic?

Is this a topic in which I can interest other agencies, private groups, and farm leaders in solving?

Campaign OBJECTIVES

1. What is the main objective which this campaign should aim for?
2. Are there minor objectives which might also be achieved in this campaign without hindering progress toward the MAIN objective.

Campaign steering committee.

Give names and titles of a central steering committee which would direct this campaign. Indicate the responsibilities of each member of the steering committee. Show first date which this committee should meet and indicate topics it should consider.

Indicate additional members who could be added to this committee.

Campaign BUDGET.

Estimate a figure that would pay for the campaign you plan. Show a rough break down of campaign costs.

Indicate if this money would come from present budgets..... from special grants etc. etc.

Campaign TIMETABLE.

Indicate a rough timetable which you would recommend to the campaign steering committee. Show date when first activities should start and indicate suggested dates for the:

kick-off
build-up
concentration
follow-through
evaluation

Show relationship of these dates to the farmer and his activities. Remember that a successful campaign is spaced and timed so that the stage of concentration (complete with how-to-do-it information) reaches the farmer just before it is time for him to act.

Plan for use of teaching and information methods.

Select the teaching and information methods you will use in your campaign. Tell why you selected them and how they will be used. Indicate responsibility of people who will prepare and used them.

Indicate the possibility of other agencies and people who might contribute in preparing informational materials.

Show dates when materials should be prepared and put to use.

Campaign hand book.

Indicate who would prepare such a handbook, what it would contain, and how it would be used.

Prepare people for their jobs.

Show a plan of internal information and training of workers that could be used in your campaign.

Can you use a system of local leaders? if so, what training will be put into effect?

Is it possible to use the aid of businessmen -- if so, how?

Producing campaign materials

Prepare a rough timetable of information materials.

What kind of materials?

Who will prepare it?

Who will edit it?

Who will produce and distribute it?

Indicate time needed from start to finish of each piece of material.

Launching campaign.

- Give your ideas for a campaign "kick-off".
Show how you would alert commercial communications outlets.
What slogans, contests, etc. could be used?
How would you time your information material to make sure that the farmer received it at best possible time?

Evaluation.

- Explain how you might evaluate such a campaign:
1. To judge effects of campaign on your established objectives.
 2. To judge effectiveness of different information media.

CAMPAIGN CASE HISTORY, NUMBER ONE

Conservation of Natural Resources

Rogelio Coto Monge and Carlos Cordero J.

History of the Campaign.

On September 11, 1950, the President of Costa Rica started the first Natural Resources Conservation Week. Present at this celebration were: the Ministers of Agriculture and Industries, Education, and Public Health; and the Director of The Inter-American Technical Service of Agricultural Cooperation.

Since that date six annual campaigns have been held. Year after year this civic event is carried out with enthusiasm.

Objective.

Rogelio Coto Monge, organizer of this event and at the time head of the publications section of the Ministry of Agriculture, expressed the objective in the following terms: "make Costa Ricans think for a given period of time, through the intensive use of communications, about the importance of our national resources."

How the campaign was organized.

The Ministry of Agriculture obtained the cooperation of the Ministries of Education and Health and of STICA (the Agricultural Servicio). A coordinating committee was formed with delegates from these departments. The eight-member committee drew up a purely educational program. The purpose was to have the campaign rest on:

1. The school
2. The home
3. The church
4. Prominent citizens

Economic aid was requested.

Cooperation was obtained from banks, farmers and coffee growers, associations; Consejo Nacional de Producción (National Production Council), and several commercial firms.

Cooperation was requested to carry out the work.

The cooperation of the following organizations and people was obtained: Agricultural credit agencies, schools, teachers, priests, prominent citizens, farmers' and industrial associations, National University, Inter-American Institute of Agricultural Sciences, garden clubs, Rotary club, Lions club, Junior Chamber of Commerce, amateur fishing clubs, Boy Scouts, and The American Embassy.

Materials were prepared and distributed.

The following materials were printed:

24,000 colored posters
20,000 leaflets
5,000 black and white posters
10,000 pamphlets

These materials together with hundreds of photographs were distributed throughout the country before starting the campaign. Radio programs also proclaimed the campaign's objectives.

The program consisted of 218 parts.

The national campaign, carried out in 7 provinces, consisted of 218 different parts or events.

The principal events were: Speeches, talks and lectures broadcast over a network of 9 radio stations.

Demonstrations of different kinds at schools and in the field.

Organization of work groups in schools.

Talks and lectures were accompanied by movies on the subject. Seven projectors were used in the different provinces.

Exhibits were put up in the principal cities and in a great number of schools.

Articles were published by professional agronomists and prominent citizens.

The 100,000 pupils of the primary schools took part in the first campaign under the direction of 5,000 teachers, and about 100 agricultural specialists. The audience for the first Natural Resources Conservation Week can be estimated at over 500,000 out of a total of 900,000 people in Costa Rica.

The following campaigns.

The National Resources Conservation Week has been observed every year since 1950. Its planning and development have been similar to those of the first campaign, since those methods have proved very effective. Cooperation improves each year to the point that many organizations look forward to contributing when the event comes around. Other organizations sponsor their own programs as a direct contribution. For example, last year the members of the 20.30 Club carried out interesting activities through the press and radio. Schools give valuable support to the Natural Resources Conservation Week. Each year the schools have organized work groups in cooperation with pupils and parents.

Analysis of the Important Factors.

1. Organization

The 1950 campaign was organized to obtain cooperation of the following groups:

1. School
2. Home
3. Church
4. Prominent citizens

The campaigns that followed the first one showed that it was better to deal with civic organizations separately.

2. Means of communication and their results.

The following chart shows the different means of communication used in reaching all the groups. The column on the right shows the results of the different means of communication.

Groups	Means of Communication	Results
School	Conferences Publications Movies Posters Tio Conejo (Uncle Rabbit) Demonstrations	Work groups made up of school children Lectures for parents Field trips Educational displays

Means of Communication		Results
Home	Press	Public opinion favorable
	Radio	
	Publications	Understanding
	Exhibits	
	Lectures	Support
	Movies	
	Demonstrations	
Personal visits		
Church	Publications	Sermons
	Personal visits	Advice
	Correspondence	Articles for the press
Prominent Citizens	Correspondence	Lectures
	Personal visits	Articles for the press
Civic Organizations	Publications	Radio talks
	Posters	Contests
	Press	Expositions
	Radio	Articles for the press
	Personal visits	Support
	Correspondence	

3. Accomplishments

In general the accomplishments of the campaign can be considered very satisfactory. A national consciousness for the need of conservation of natural resources has been promoted and the following accomplishments made:

- a. Public understanding.
- b. Economic support from commercial firms.
- c. A natural resources conservation law passed.
- d. A game conservation law passed.
- e. Conservation teaching at schools, colleges and university.
- f. The attention of the press on the subject.

CAMPAIGN CASE HISTORY, NUMBER TWO

The Leaf-cutting Ant Campaign

Ing. Francisco A. Rojas
Acting Director of Extension

Motivation of the campaign.

The leaf-cutting ant has presented a serious problem to agriculture in Costa Rica. After several attempts to combat it, it was found that the joint effort of all the members of the community, government agencies and local institutions was necessary in order to control this pest effectively.

The Ministry of Agriculture has worried about this problem for many years, and this is why the campaign to exterminate the "zompopa" - leaf-cutting ant -- has been carried on. However, the results have not been complete; this has probably been due to the lack of knowledge on the part of the farmers or because the work was carried out in isolated areas.

Since its beginning in 1948 the Costa Rican Agricultural Extension Service has given special attention to this problem and has worked intensely, giving demonstrations, holding farmer meetings, etc., in order to enlist farmers' interest and enthusiasm in the extermination of the leaf-cutting ant. A new insecticide, chlordane, became most widely used because of its great efficiency in controlling insect pests.

The work that the Extension service has done toward the control of the leaf-cutting ant has been outstanding. It has constituted one of the Extension services principal projects due to its importance in the national economy. The damage caused to our agriculture by this insect is very great.

In the interest of solving this serious problem some of the Extension agencies took the initial steps to carry out better planned campaigns. The agencies were assisted by the Ministry of Agriculture's agronomy and information departments. In this way, good results were obtained which served as experience for future campaigns.

Considering that this is one of the most serious agricultural problems in the country and having obtained much help from the entomologists of the Ministry of Agriculture, the Extension service decided in April 1956 to carry out an educational campaign on a "national basis", using the press, radio, movies, bulletins, meetings, demonstrations, etc.

After the problem was thoroughly discussed, it was decided that a national campaign would demand great expense and there would be a possibility of running into serious problems due to adverse weather conditions, equipment, and materials, which would reduce our efficiency.

At the time that the national campaign was being considered, some Extension agencies were planning and organizing local campaigns to solve the ant problems in their communities. Because of this, it was decided that it would be more profitable to support and assist the local campaigns which were well organized and which would provide a very valuable experience to the Extension service. This is how the idea of organizing a campaign for the San Ramón area (and later for Atenas) was started. Meetings were held at the central extension office attended by the Director of Extension, supervisors, members of the information department, members of the agronomy department, entomologists of the Ministry of Agriculture, and Extension agents of the areas where the campaigns were to be carried out.

The Agricultural Extension Agency of San Ramón organized the campaign.

Due to the great interest shown by the local farmers, Ing. Gilberto Campos, Extension Agent, and his co-workers took charge of the organization of the campaign for the control of the leaf-cutting ant in the San Ramón area.

Ing. Campos visited the Ministry where several meetings were held to obtain the collaboration of the Extension central office, the departments of information and agronomy, entomologists, etc. In this way the Extension agent obtained much valuable information that helped him plan the campaign.

Planning the campaign.

As soon as the Extension agent gathered all possible information, he called a meeting of the prominent citizens of the community to inform them about the campaign that was being planned. The agent explained the great need for such a campaign and asked them to collaborate in the movement. The agent and his assistant took an active part in the meeting; they mentioned some of the most important problems and suggested some of the possible solutions. At this meeting it was agreed to form a central committee.

The central committee was made up of persons present at the first meeting and who represented local institutions and prominent farmers. The Extension agency workers acted as advisors to the committee.

The committee was composed as follows:

Sr. Octavio Porras	Priest	President
Sr. Roberto Losilla	Mayor	Vice-President
Sr. Olger Salas	Teacher	Secretary
Sr. Efraim Abarca	4-S Club Assistant	Treasurer
Sr. Teófilo Herrera	Sheriff	1st. Substitute
Sr. Abelino Campos	4-S Leader	2nd. Substitute
Sr. Carlos Barrientos	School Supervisor	3rd. Substitute
Ing. Gilberto Campos	Extension Agent	Advisor

This committee held several meetings in order to complete the plans for the campaign. The most important matters agreed upon during these meetings were those of finance, needed equipment, insecticides, printing of bulletins, leaflets, posters, aid from the press, radio, and movies.

The central committee considered that it was very important to count on the collaboration of as many people as possible. For this reason, sub-committees were organized in the different districts as soon as the Extension Agent was able to visit each district. These sub-committees were composed of municipal officers and farmers.

When the district sub-committee were properly organized, the central committee decided on the way that the campaign should be carried out; plans were made to visit all the districts, hold meetings and give demonstrations to inform people of the purpose of the campaign and to allow farmers to tell their ideas on the matter.

A work plan was made.

The central committee contacted the municipality, the rural credit agencies, the school, church, commercial firms, the information department of the Ministry of Agriculture and other technicians to find out what assistance each of these could give.

Preparation of staff.

A need was felt for training the personnel of the Extension Agency, the central committee and the sub-committees. The help of an entomologist of the Ministry of Agriculture was obtained to give the personnel brief training on the technical aspects of the campaign and on how to do the work.

Equipment and materials.

It was necessary to prepare, with sufficient time in advance, the materials and equipment to be used in the campaign. To accomplish this, the committee and the agency personnel agreed to contact commercial firms and different private and local institutions of the government. As a result, the Municipality financed the purchase of the recommended insecticides which were to be sold through the agency. This organization also agreed to buy pump sprayers to be used for demonstrations and to be sold to farmers at cost price. This gave many farmers the opportunity to obtain equipment at low cost. The money received from the sale of the sprayers would be used to keep a stock of them on hand. There were cases in which big farmers bought one or two sprayers for their own use and for loan to their neighbors. In other cases where one farmer could not buy the sprayer by himself, 4 or 5 farmers got together to buy one together.

The rural agricultural credit agencies gave loans to several farmers and made it possible for them to buy equipment.

As to insecticides, contracts were made with four commercial firms in San José. These firms prepared the insecticides in the correct proportions and sold them at low cost. This made it possible for the Municipality to have the necessary amount of materials throughout the whole campaign. These commercial firms also contributed some insecticides used in demonstrations by the Extension agent. This made it possible for some of the small farmers to obtain insecticides free of charge.

The information material was obtained in the following manner: The information section of the Ministry, with the aid of an entomologist, published a special bulletin which was distributed in all the communities. Also, this section gave information about the campaign in its radio programs, made use of photographic material, of movies and the timely news articles sent to the press.

The committee, with the help of the Municipality, also published posters, leaflets, invitations for meetings, etc., which were of great help to the other activities in the plan.

Kick-off.

Knowing of the great need to solve this problem, the agency started an intensive campaign in April 1956 according to the plan. The Extension agents visited the different districts and with the help of the central committee and the sub-committees held farmer meetings. The entomologist participated in these meetings together with information personnel of the Ministry. They informed the farmers on the purpose of the campaign and enlisted the interest of the whole community. Demonstrations were also given on how to kill the ants using the sprayers and insecticides like aldrine and chlordane.

The Extension agents, members of the committees, 4-S Club members, farmers and leaders all took part in the demonstrations and this assured a joint effort in carrying out the campaign.

Once the method demonstrations were carried out on different farms, the sub-committee of each district together with the farmers of that area continued with the work on all the other farms of the community. The Municipality took charge of the ant control operations within the town limits, highways, roads and public places.

The chief of police in each district kept a record of all the farms sprayed, with owners' name, number of ant nests treated, pounds of insecticides used, and remarks of interest. These reports were then sent to the Extension agency, to the central committee and to the sheriff's office at San Ramon.

The Extension agency, on the other hand, kept a record of the information material distributed, pounds of insecticide and sprayers sold, as well as the number of farmer meetings and demonstrations held. Besides, the agency kept in a special file the minutes of the central committee meetings and the progress reports of the campaign. With this volume of information the Extension agent was in a position to report periodically to the central committee, the central Extension office, as well as to the information department where this information was used to prepare radio programs and press releases.

Results obtained.

The results obtained during 1956 have been very satisfactory in the educative phase as well as in the control of the ants over a considerable area. The combined operation of the Extension Agency, the committees, local and governmental institutions, 4-S Club members and leaders has been very effective and has promoted the interest and enthusiasm of the people in activities in which the community works as a unit. This campaign has brought neighbors closer together in their activities and this has served as a basis to carry out other programs designed to solve agricultural, social and economic problems of the area. On the other hand, the extermination of the pest which causes such a great damage to the farms is a determining factor in the farmers' economy. This serves as an incentive for them to keep working toward increased production and better living conditions for the rural families.

The following is a statistical summary of the activities of the campaign:

Farmer meetings.....	64
Zones benefited.....	19
Number of persons who attended meetings and demonstrations.....	1652
Publications distributed.....	3106
Ant nests treated.....	2350
Pounds of aldrine sold by the Agency.....	2500
Foot operated sprayers sold.....	47
Hand operated sprayers sold.....	26

These figures can be taken as a minimum, since on certain items, as in the case of the insecticides, the figures only show the amounts sold by the Agency; but toward the end of the campaign, commercial firms participated in the sale of chlordane, aldrine and sprayers.

The number of ant nests reported refers to those treated by the agency, from information supplied by the farmers; but according to the number of sprayers employed and the amount of insecticide sold by commercial firms, this number is greater.

Although a good job was done and the results indicate complete success, a campaign of this kind should not be considered as finished in one year because heavily ant-populated areas should undergo subsequent treatments. For this reason, the Extension agency, the central committee and the sub-committees have the excellent idea of continuing the work until the maximum results are obtained.

This campaign has led other Extension agencies to carry out similar activities. Such is the case of Atenas where, in the same year, another campaign was started with a similar organization of committees and the collaboration of local institutions, government agencies, schools, the church, agricultural credit concerns, farmer associations, etc. The results obtained so far can be considered excellent.

Termination of the campaign.

Other agencies are also interested in including similar campaigns in their work plans. The experience acquired in San Ramón and Atenas has made the Extension service realize that its programs can be expected to produce very satisfactory and highly valuable results.

THE SAN RAMON TOUR

The Extension Information Seminar participants had an opportunity to see first hand the results of one Costa Rican short term campaign for the control of leaf-cutting ants when they visited the San Ramon area.

They toured the farm of Sr. Abelino Campos who was a farmer-member of the San Ramon central committee which was formed to plan and put the campaign into operation. Sr. Campos and Ing. Gilberto Campos, the local Extension field worker, explained how the leaf cutting ants were damaging crops and lowering the value of the land throughout the area. These insects constituted one of the greatest agricultural problems of the San Ramón district.

Sr. Campos conducted the participants on a tour of his farm showing the results of his ant control work and demonstrating how he killed the ants with a treatment of aldrine.

He explained that before the ant control work was started the farm was valued at \$10,000. After the leaf cutting ants had been controlled the cash value of the farm jumped to \$40,000.- Cost of equipment and chemicals to control the insects totaled only \$200.- He pointed out a fine nursery of young coffee plants which never would have been possible to raise, had not the ants been controlled.

Once a few farmers in the San Ramón district saw the ant control demonstrations and learned that successful control of the insects was possible, many adopted the practice and started ant control on their own land.

After the tour of the farm managed by Sr. Campos, the participants met with the San Ramon central committee to hear its members explain the planning of the campaign, its operation, and the results obtained. This central committee was made up of a priest, the mayor, a teacher, a 4-S Club leader, the sheriff, and a 4-S Club assistant leader. Members of the central committee

traced the group's history and outlined its activities in the ant control campaign.

Although a great success, the ant control campaign in San Ramon will still need follow-up work in order that ants do not return. Other problems, such as ranchers owning large holdings and not convinced they should cooperate in ant control, must be convinced that they should take part in the campaign. Otherwise ants would spread from these farms and re-infest areas already cleared of the insects.

The central committee members indicated that the group would continue as an active advisory group to the local Extension service agents not only in ant control but in other areas of Extension service activity.

The tour to San Ramón gave the participants a dramatic and practical example of what could be accomplished by the campaign method when applied to a serious agricultural problem in an area. It also demonstrated to the participants how good planning, cooperative effort, and use of many Extension teaching methods could be successfully combined in an local educational program.

On the return to San José, the Information Seminar participants stopped at Palmares to observe the first organizational meeting of a central committee and they observed initial planning for an ant control campaign in this area. The meeting was called by Ing. Victor J. Rodriguez, local Extension service agent and about 40 local farmers, 4-S members and businessmen attended. Ing. Gilberto Campos, Extension field agent for San Ramón told the group of his experiences on organizing and carrying out the ant control campaign in his district. A local 4-S leader read a list of activities which should be considered by the group in getting the Palmares ant control program under way.

C O U N T R Y C A M P A I G N R E P O R T S

(An exercise by participating country delegations)

COSTA RICA

Delegation

Ing. Luis Bolaños
Srta. Virginia Solano
Sr. Carlos Cordero

CAMPAIGN FOR CONTROL OF EXTERNAL PARASITES OF CATTLE

Problem.

High external parasite infestation of cattle of the San Isidro Zone.

Objectives.

Convince 25% of the cattlemen (approximately 100 persons) to adopt the practice of external parasite control in cattle through regular sprays of 0.5% toxaphene with pump sprayers.

Area.

That covered by the San Isidro Extension Agency.

Duration.

10 months, starting on January 2, 1958. 3 months before this date preparations will be initiated.

Prior Activities.

The Extension agent will organize meetings of the prominent citizens of the area and specially of cattlemen and leaders to start discussions on the problem and interest the group in a campaign. The invitations will be done through a circular letter or personal contacts. In the first meeting the agent should cover the following points:

1. Motive of the meeting
2. Introduction and analysis of the problem
3. Promotion of opinions on the problem
4. Discussion
5. Proposition of the campaign
6. Resolutions:
 - a. Appointment of a central committee
 - b. Date of the first meeting.

Central Committee.

It will be formed by:

President:	Sr. Presidente Municipal
Vice-President:	Sr. Jefe Político
Secretary:	Director of Schools
Treasurer:	Delegate of the Rural Credit Agency
Alternates:	Representative of the National Cattlemen's Association
	Priest
	4-S Club leader
	President of the Central 4-S Club Board
	Two cattlemen leaders
	Two businessmen
Advisors:	Extension agent
	A MAI (Ministry of Agriculture) entomologist
	Extension supervisor
	Head of MAI Agricultural Information Department.

This committee will hold its first meeting on Oct. 1, 1957 and the following items will be discussed:

1. A visit to 12 districts of this area to hold local meetings.
2. Appointment of a sub-committee in each of the 12 districts.

Intergration of Sub-Committees

The central committee will promote meetings in the 12 districts.

In each meeting the problem will be analyzed, discussed and resolutions on the campaign made.

Sub-Committees.

In each district a sub-committee will be organized, and it will be composed of: the sheriff, a teacher, a farm leader, a 4-S Club leader (in case there are 4-S Clubs), and a businessman.

Each sub-committee will elect its own officers.

Budget

The central committee will count with an extraordinary budget of \$4,895.00 that will be distributed in the following manner:

Mechanical equipment	\$ 720.00
Insecticides	120.00
Information material	3,610.00
Miscellaneous	445.00
	<hr/>
	\$4,895.00

There will be other minor expenses that will be covered by the ordinary budgets of the Extension Agency and the MAI Information Department.

Educational Methods.

Newspaper circulation is very limited in San Isidro, electricity is not will distributed in the area and farmers and ranchers are poor. Consequently, the press and radio will be used accordingly.

1. Meetings

One to which the people in general will be invited and in which the campaign will be initiated. The Extension agent, the president of the committee, an MAI entomologist, and the Minister of Agriculture will be present.

Other meetings will be held in each of the districts to show movies; a member of the extension agency will make comments on these movies.

The Extension agent will meet with education supervisors and teachers of all the area to interest them in the campaign and request their collaboration.

2. Method Demonstrations.

Two will be given in each district: the first will be conducted by a member of the Extension agency personnel; the second one by a local leader.

These demonstrations will show the preparation of the insecticide and its application to cattle through the use of pump sprayers, advising on the cycles of application so that the work will be effective.

3. Result demonstrations.

In order to demonstrate the advantages of the systematic control of external parasites of cattle objectively, two result demonstrations will be given: one in Cocal and the other in San Juan; these two districts are chosen for the following reasons: the parasite infestation is higher; there is a greater number of cattlemen; and they are easily accessible. A herd of 20 animals will be treated, while a herd of the same size will be used as control.

4. Meetings in result demonstrations.

To make spraying a common practice, a meeting of cattlemen will be held for each result demonstration.

5. Visits to farms.

They will be made specially to select the places where the method and result demonstrations will be held, and for the selection and training of demonstrators and collaborators.

6. Circular letters.

They will be distributed among the farmers of each district to invite them to the method demonstrations, result demonstration meetings and others.

7. Posters.

One 16 x 20 in. in color will be prepared on 120 grams light cardboard. 2000 copies will be printed and distributed in the area.

8. Movie projection.

A movie related to the campaign will be shown at each district school.

9. Information leaflets (Single paged folders)

5000 leaflets will be distributed especially at the beginning of the campaign and during meetings.

10,000 single-page leaflets will be distributed through personal contacts, delivered at every house by leaders and through the use of airplanes that operate in that area.

10. Exhibits.

Two exhibits will be placed in show windows of two centrally located commercial firms of San Isidro.

Training

The local Extension staff will receive training for two days from the MAI entomologist in the use of the equipment, preparation of the insecticide and application cycles. The zone Extension Supervisor and the Head of the office Information of the Ministry will give training on meeting procedures and the use of visual aids.

The staff, in turn will train local leaders in each district so that they will collaborate in carrying out the campaign.

Campaign manual.

This will be for the agent's use and it will contain:

- a) Location of the area in relation to the problem
- b) Copy of the Campaign Plan
- c) Compilation of technical information on the problem motivating the campaign.
- d) List of the educational material to be used.
- e) List of actual and potential collaborators.
- f) Periodic observations and final description on the progress made by cattlemen in terms of percentage, and total results up to the closing date of the campaign

The Manual will be used for consultation, evaluation and preparation of the final report.

Timetable for preparation of the campaign.

- | | |
|------------------|--|
| October 7, 1957 | Meetings for appointment of committees in the San Juan San Rafael, and La Palma districts. |
| October 14, 1957 | Meetings in the San Miguel, Pacuarito, Pedregal and Laguna districts. |
| October 21, 1957 | Meetings in the Cocal, Agua Caliente, San Francisco and Piedras Blancas districts. |

October 11, 1957 Meeting of the central committee with officers of the Extension Service and the Ministry of Agriculture to discuss the purchase of materials and equipment; fix deadlines for planning and preparation and distribution of educational materials; and to assure participation of the Minister and the technical personnel of MAI.

Timetable for the campaign.

January.

Motivation and information period. Kick-off meeting, distribution of invitation circular letters, leaflets, press and radio campaign. Meeting of the central committee, movie projection.

February and March.

Method demonstrations by the Extension Agency. Initiation of two result demonstrations in two farms of that zone. Distribution of posters, circular letters of invitation, and information leaflets. Press, radio, motion pictures, central committee meetings.

April and May.

Method demonstrations will be continued by the agency. Result demonstrations will also be continued. Invitation circular letters. Movie projection, press and radio, central committee meetings.

June and July.

The sub-committees will make inspection visits to farms where they will give result demonstrations. Distribution of bulletins and leaflets, movies, central committee meetings.

August and September.

Distribution of invitation circular letters. Result demonstration meetings. Distribution of bulletins. Press, radio, central committee meetings.

October.

Compilation of information, sub-committee meetings, central committee meeting, and press and radio articles.

November and December.

Evaluation.

Timetable for preparation of educational and working material.

Its preparation will start on October 1st. 1957. It must be ready at the information department on December 8, and between this date and the 15th of December it will be delivered to the San Isidro Agency.

The Extension agent will have two weeks to arrange it.

Evaluation.

The evaluation period will be two months long (November and December 1958), and it will be conducted in the following manner:

1. Evaluation of the campaign in terms of results obtained (number of farmers who adopted the practice) in relation to the purposes established in the plans.
2. Evaluation of the educational methods used.

-
1. To find out the number of farmers who adopted the practice of cattle external parasite control the following methods will be used:
 - a) District meetings. A discussion will be held at each meeting to get the opinion of the participants as to the results obtained and to ascertain the number of persons who adopted the practice.
 - b) Visits to farms by the Extension personnel as well as the leaders and members of the committee to complete the information.
 2. To evaluate the efficiency of the educational methods used, the following steps must be taken:
 - a) The questionnaire shown below will be distributed among a convenient number of farmers who have adopted the practice.
 - b) Interviews of farmers will be made by the Extension agent.

QUESTIONNAIRE FOR CATTLEMEN

1. How did you receive the first information on the control of external parasites of cattle?

Mark one:

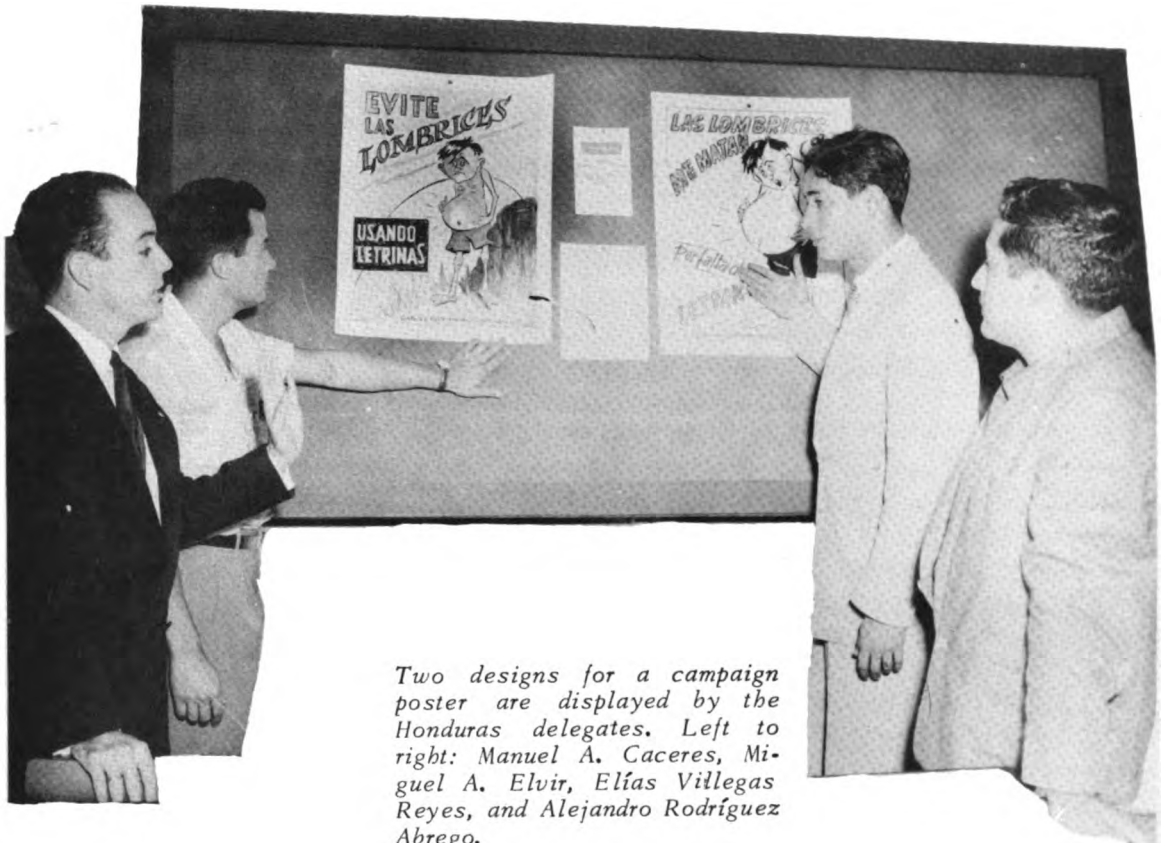
Newspaper
Letter
Motion pictures
Other farmer
A farmer meeting
Demonstration
Conversation with the Extension agent
Conversation with other technician
A visit to the Extension Agency
A poster
An exhibit seen in a place of business
A leaflet.

2. What means did you use to obtain more detailed information and to become interested in the matter?

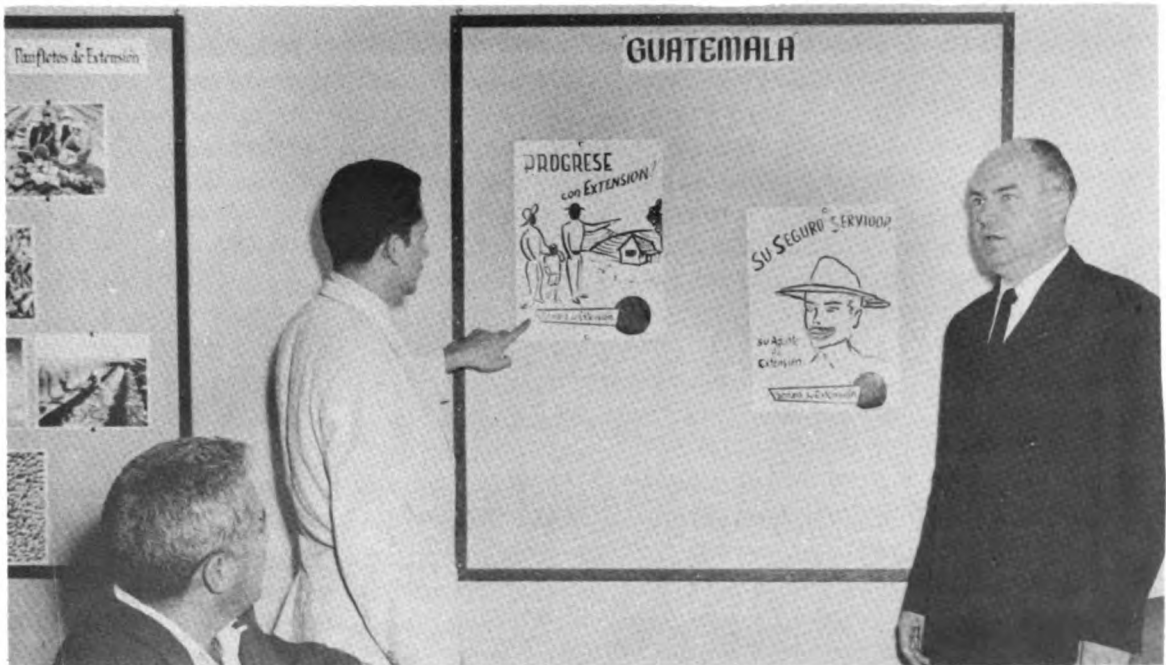
Mark those you believe helped you:

Newspaper articles
Pamphlets
Letters
Movies
Conversations with other farmers
Conversations with the Extension Agent in your farm
Your visits to the Extension Agency
Demonstrations observed
Leaflets.

The questionnaires will be tabulated by the committee with the help of the extension staff.



Two designs for a campaign poster are displayed by the Honduras delegates. Left to right: Manuel A. Caceres, Miguel A. Elvir, Elías Villegas Reyes, and Alejandro Rodríguez Abrego.



J. Francisco Rubio (right) explains the Guatemalan campaign plan as Zacarias Sáenz Calderón points to one of the two designs for a poster to be used.

GUATEMALA

Delegation

Agr. J. Francisco Rubio
Agr. Zacarias Saenz

CAMPAIGN ON AGRICULTURAL EXTENSION

Problem.

Lack of knowledge on the part of the rural population as to what agricultural extension is.

Objectives.

To publish information in the national and state capitals, important cities and areas covered by extension agencies, as to what agricultural extension is.

Directive Committee.

1. Minister of Agriculture or his representative
2. President of the Newspapermen Association
3. President of the Radio Broadcasters Association
4. President of the Industrialists Association
5. President of the Farmers Association
6. President of the Chamber of Commerce and Industries
7. Metropolitan Archbishop
8. Head of the Evangelist Church
9. President of the Association of Veterinarian Physicians
10. President of the Agricultural Technical Association
11. Dean of the Agronomy College
12. Director General Rural Social-Educational Development
13. Head of the Indigenous Economy Development Section
14. General Director of the Ministry of Public Education
15. General Directors of the Ministry of Agriculture

Executive Committee.

1. Director of SCIDA
2. Director of SCIDE
3. Director of Extension
4. Head of the Agency Section
5. Head of the Information Section
6. Agency Supervisors
7. 4-S Club Supervisors

Date of the first central committee meeting.

The invitations to this meeting will be extended by the Ministry of Agriculture on April 1, 1957, and the first meeting will take place on April 15. A few days before the meeting and after the first invitation a reminder will also be sent out.

What the committee will discuss.

First Session:

- a) After the Minister of Agriculture has welcomed the participants, he will explain the purpose of the session.
- b) The Director of Extension will broaden the Minister's concepts.
- c) The Head of the Agency Section will introduce the participants briefly pointing out the contribution expected from them.
- d) The Head of Information will submit a campaign project for the consideration of the participants.
- e) Open discussion.
- f) Setting of date for next session.

Second Session: To be held soon after the first.

- a) Election of Officers
- b) Election of Sub-committees
- c) When the committee is organized, the discussion on the plan will continue.

Budget for the campaign

A budget for the campaign will be made. This budget will present a brief classification of the costs of the campaign and where the money will come from.

Campaign Timetable.

The campaign timetable will be presented to the directive committee and it will be more or less the following:

Initial Meeting: The Extension staff will meet March 15.

First meeting of the committee: April 15.

Kick-Off: May 10 to 15

Build-up: May 16 to November 15.

Smash: November 16 to 30.

Follow through: December 1, 1957 to April 14, 1958.

Evaluation: It will start during the follow through period and will be intensified from April 15 to 30.

Relation of dates.

Since it is a campaign of permanent character our only concern is to have the smash coincide with the summer months.

Educational plan and information methods.

The information methods to be used will be the following:

1. For the urban population: Press, Radio and Visual Aids, meetings, visits, etc., because of its higher level of education.
2. For the rural population: More emphasis on meetings, movies, visits, charts, puppets, visual aids, publications in simple language and other similar methods that correspond to their low educational level.

All material must be prepared by competent Extension personnel. Teachers from the Rural Social Educational Program can give valuable help in the preparation of these materials.

Materials.

Following are the materials that will be used with the dates on which they will be ready:

Invitation to the Minister for the first Directive Committee Meeting, March 20, 1957. Invitation reminder letter, April 10.

Press:

- A monthly article in each of the six farm pages published.
- A monthly graphic note in "El Informador Gráfico", USIS tabloid newspaper.
- Notes in "El Informador Agrícola" twice a week.
- Three articles in the "Revista Cafetalera" during the campaign.
- A monthly press editorial during the kick-off, build-up, follow-through and evaluation. These editorials will be sent to 15 newspapers in rotation.
- A daily editorial during the smash period.
- Press news will be given as often and possible and will be intensified during the Smash period.
- A special newspaper in simple and graphic form will be distributed during the Smash period.

Publications:

General items:

- A graphic pamphlet on the progress of the campaign to be distributed during the next to the last week of the build-up stage.

For farmers:

- Concentration
Stage
(Smash)
- a) "What is Extension", a bulletin
 - b) "What can you expect of Extension", a bulletin.
 - c) "How Extension Operates", a bulletin.
 - d) "Agricultural Extension Serves Guatemala, a bulletin.
 - e) 10 circular letters to be distributed in separate runs starting the second month.

Rural Dwellers:

- a) 12 information leaflets on the four basic subjects to be distributed in different runs starting on the second month.
- b) An illustrated bulletin for distribution during the Smash stage.

Cooperators:

(The Executive Committee will assign its members the preparation of the following material):

- a) Campaign Manual for Extension Workers.
- b) Campaign Manual for Teachers.
- c) Campaign Manual for Mayors and Governors.
- d) Campaign Manual for Priests.
- e) An information leaflet to promote aid from business firms.
- f) Three circular letters for businessmen during the campaign.
- g) Manual for community leaders.

Motion pictures:

Production, through contract, of a 20 minute film on "How Extension Operates in Guatemala". This film will be shown for the first time during the Smash stage.

Production of 5 filmstrips and 5 sets of slides of which 15 copies will be made starting during the first month. These will be produced at the rate of one per month with its corresponding copies.

Radio:

The "Talking to the Farmer" program will be broadcast monthly at the beginning, and during the Smash stage the program will be broadcast twice a week.

Spot on the campaign will be plugged in each program "The Farmer Asks". Spot announcements will be sent to four radio stations to run one daily. During the Smash stage both the number of stations and announcements will be increased.

Visual Aids:

Five posters will be printed to be distributed in the following manner:

1. Kick-Off
2. Build-up
3. Smash
4. Follow through
5. Evaluation

Four flip chart units with 30 copies of each will be produced at the rate of one unit per month starting the first month. These flip charts will be on the four subjects mentioned under publications.

Flannelgraphs will be prepared in the same number as flip charts.

Three sets of puppets and stages will be made at the beginning of the first month.

A graphic exhibit will be put at the Palacio Nacional during the Smash stage. Smaller exhibits will be put up at the Extension agencies during the same stage.

Training.

- a) Meeting of extension and 4-S clubs personnel
- b) Meetings of extension agents and personnel with community leaders and other groups. Formation of Sub-committees.
- c) Rural teachers meetings
- d) Visits to agencies by supervisory personnel and visual aids specialists.
- e) Personal visits to businessmen to request economic aid and their opinion.

Preparation of Materials.

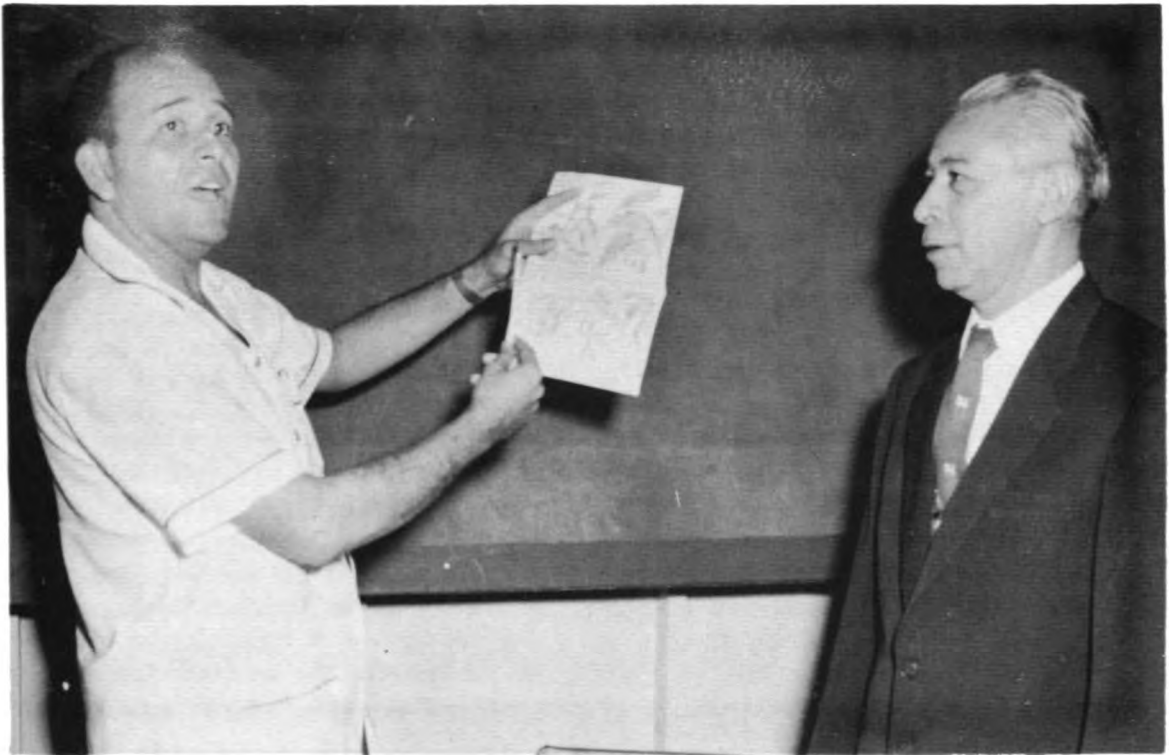
All the materials to be used will be prepared by the personnel of the Agricultural Information Section, except the manuals which will be prepared by a committee named by the Directive Committee.

Initiation of the Campaign.

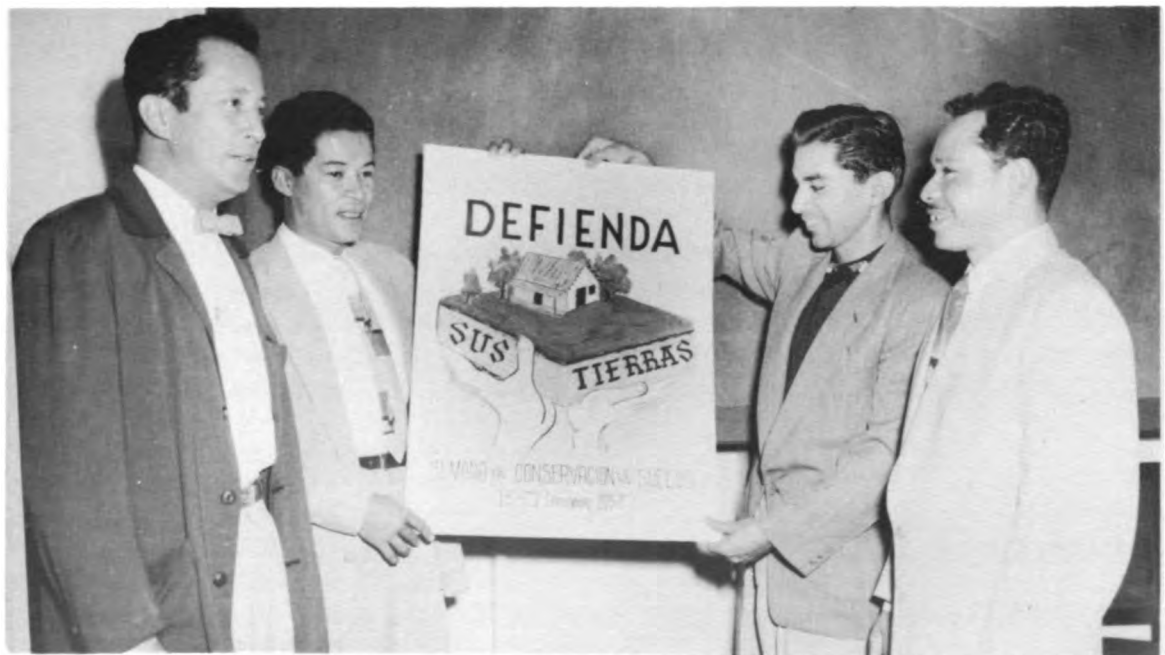
From May 1 to 15.

This will be the kick-off stage of the campaign.

- a) Inaugural session
- b) Retransmission of main speeches
- c) Daily articles for the press
- d) Production of the first poster
- e) Series of conferences with departmental and municipal heads and government officials of counties having extension agencies
- f) First extension personnel meeting
- g) Personal visits to businessmen and officers of organizations to obtain collaboration
- h) Comments in "Informador Agrícola"
- i) Editorials sent in rotation to newspapers



Ernesto Solís displays a special circular letter which was one of the information materials to be used in the Panama campaign. Enrique Sánchez Narvaéz of IICA, looks on.



The Nicaragua delegation poses with a poster that designed for their campaign plan. Left to right: Angel Talavera, Luis Tercero, José Medina Motta and Claudio Pérez.

HONDURAS

Delegation

Agr. Miguel Angel Elvir
Agr. Manuel Antonio Cáceres
Agr. Elías Villegas
Agr. Alejandro Rodríguez Abrego

PLAN FOR A LATRINE CONSTRUCTION CAMPAIGN

In considering the social economic study made by the Comayagua Extension Agency the conclusion was arrived at that one of the main problems of the community of Flores, 25 Kms. from the Agency is the high internal parasite incidence in humans. This parasite affects 90% of the inhabitants.

After investigation it was found that this infection was caused mainly by the lack of latrines.

Considering the seriousness of problem, the Extension Service should carry out a demonstrative campaign on the construction of latrines in the community.

The Extension Service will take charge of this campaign because the Public Health Service does not have the necessary funds and personnel.

Problem - Lack of Latrines

Objectives of the Campaign

1. Promote the construction and use of latrines.
2. Teach people the use of same.
3. In two years we will try to have 50% of the 700 families of the community of Flores construct and properly use their latrines.

Directive Committee

This committee will have its headquarters in Comayagua and it could be made up in the following manner:

President:	Gobernador Politico
Vice-President:	Priest
Secretary:	A voluntary leader
Treasurer:	A local bank employee
Fiscal:	President of the court

Alternates: A physician
 A press correspondent
 A nurse
 The high school principal
 A civil engineer
 A businessman
Advisors: The Extension agent
 The home economics demonstrator
 The sanitation agent

Note.

Aside from the central committee there will be an executive committee in the zone where the campaign will be carried out. This committee will be composed by community leaders. (The assistant mayor, the telegraph operator, the local commandant, teachers, 4-S Club leader, a home economics demonstrator, and a businessman under the advice of the extension and sanitation agents.)

Central Committee.

First meeting date: January 15.

Program.

1. Presentation of the problem by the extension and sanitation agents.
2. Cooperation of the local organizations represented.
3. The manner in which the campaign will be conducted.
4. Educational media to be used.
5. Discussion.
6. Other items.
7. Showing of a movie on the subject

The local executive committee will follow the same program and will meet two days after the central committee. The first item on the program will be the report of the central committee which will be given by one of its members; the extension and sanitation agents will act as advisors.

Budget.

50 cement seats and floors at L. 30.00 each	L. 1,500.00
10 of these will be used as demonstration latrines and the rest will be sold at half price.	
100 posters at L. 0.30 each	30.00
500 bulletins at L. 0.10 each	50.00
500 circular letters	5.00
Movies (personnel, transportation, use of equipment, etc.)	500.00
6 flannelgraph sets at L. 5.00 each	30.00

Total	L.3,015.00
Evaluation expenses	300.00
Reserve	<u>400.00</u>
	L.3,715.00

Campaign Timetable

Initial meeting:

- January 15 - Central committee
- January 17 - Local executive Committee
- January 19 - Farmer meetings.
- January 26 - Meeting at the Flores community.

Concentration of the Campaign: February, March and April.

Follow-up Activities: All year.

Evaluation: Every three months.

Note. - February, March and April have been chosen for concentration of the campaign because after that period, the farmers devote most of their time to routine agricultural activities.

Information and Teaching Methods.

- a) Meetings
- b) Method demonstrations
- c) Visits to homes
- d) Circular letters
- e) Publications
- f) Movies and frannelgraphs
- g) Posters

We have chosen the above-mentioned methods because, in a campaign of this nature and in our nation, we consider that they are the most effective.

The Extension Information Service with the collaboration of other specialists will be in charge of the preparation of material; and the field personnel, local leaders and personnel from other institutions will collaborate with Extension Service in carrying the message to the rural family.

If the campaign is well directed, we are sure to have the collaboration of other organizations which will be to our advantage in continuing the work either in this same community or in others.

The material must be prepared by the early part in January.

Campaign Manual.

It will be prepared by the Information Section with the collaboration of central office technicians who are in charge of activities related to the campaign.

Contents and use of the Campaign Manual.

The contents and use of these materials will be, as close as possible, those recommended in "Campaigns in Agricultural Extension", numbers 1 to 7 on page 16, prepared by John W. Spaven.

Personnel training.

During the first week of February the central office Extension personnel will give a two-day training course in Comayagua for the Extension Agency personnel, and voluntary leaders that will have an active in the campaign. (4-S leaders, sanitation agents, teachers, etc.).

In carrying out this training, use will be made of conferences, photographs, bulletins, films, flannelgraphs, slides, and film strips.

Evaluation.

Every three months an evaluation of the different phases of the campaign will be made through observation and questionnaires. For the final evaluation, a questionnaire, as complete as possible, will be prepared to determine the results obtained.

A special study made before the launching of the campaign will serve as benchmark.

The evaluation will not only take into account the material progress made but the changes in attitude accomplished in the community.

NICARAGUA

Delegation

José Medina Motta
Claudio Ramón Pérez
Luis A. Tercero

PROJECT FOR A SOIL CONSERVATION CAMPAIGN IN NICARAGUA

It is considered necessary to launch a soil conservation campaign in Nicaragua because the country's economy rests principally in agriculture.

It is to the interest of the country's welfare to maintain a stable production level by orienting farmers through a campaign to make better use of their land. This campaign could be carried out by the Extension Service with the cooperation of other government and private agencies. It will take several years.

Campaign objectives.

To make the country aware of the problem and to show farmers and the public in general what the Extension Service is and how it benefits everybody through its teaching.

Directive Committee of the Campaign.

1. Minister of Agriculture or his representative
2. Director of STAN
3. Director of the Extension Dept. of STAN
4. Head of the Information Office of STAN
5. Manager of the National Development Institute
6. Manager of the National Bank of Nicaragua
7. President of the Coffee Growers Cooperative
8. President of the Cotton Growers National Cooperative
9. President of the Rotary Club
10. Minister of Education or its representative
11. Archbishop of Nicaragua
12. President of the Newspapermen's Association.

Budget for the Campaign.

The budget for the campaign is estimated approximately in the following manner:

Press and Radio	C\$ 2,000
Posters....(two different ones)	7,500
Campaign Manual	2,000
Circulars (two different ones)	7,500
Slides, film strips & photographs ..	5,500
Illustrative Materials	1,000
Miscellaneous	<u>3,900</u>
Total	C\$ 30,000

The money for the campaign expenses will come out of STAN projects, contributions from commercial firms, and from other government and private institutions.

Campaign Timetable.

Initial meeting of the directive committee: March 1, 1957.

Second meeting of the directive committee to give the different assignments March 9, 1957. Extension agents will attend this meeting.

Planning, organization and financing of the campaign: March to April 1957.

Preparation of materials: May to August 1957.

Inauguration of the Conservation Week: September 15, 1957.

Concentration of activities: 15 to 21 September, 1957.

Follow-up: Central Information Office and extension agents will follow-up as part of their regular program.

Evaluation: May 1958.

Use of the Teaching Plan and Information Methods.

The following methods of information will be used:

- a) The Press - because it reaches almost all the urban population of the nation.
- b) Radio - although very limited in the rural areas due to the lack of electricity, reaches the large farm owners who live in the city.
- c) Circular letters will be used as a means of information for possible cooperators in the campaign and to inform farmers on the work being carried out.
- d) Posters - will be used in large scale throughout the country to call attention to the problem.
- e) Publications - will be produced in great quantity, well illustrated and in very simple language.
- f) Movies and slides on the subject, complemented with talks, explanations, and question and answer participation of the audience.
- g) Meetings and demonstrations on the effects of water on unprotected soil.

- h) Visits to farms where soil conservation practices are observed and farms where conservation is not practiced.
- i) Photograph exhibits showing the effects of soil erosion, soil profiles and posters.

The preparation of information material will be the responsibility of the central information office.

The meetings and demonstrations will be the responsibility of the Extension agents, local leaders and specialists of the departments of STAN.

For the production of materials cooperation will be requested from other organizations such as the Agricultural Section of the National Bank, National Development Institute, OIRSA, Agricultural Cooperatives and the Ministry of Agriculture.

All these materials must be ready by August 31, 1957.

Campaign Manual.

The manual will be prepared by information technicians with the collaboration of the members of the directive committee, technicians of STAN departments and Extension agents.

It will contain the objectives of the campaign, analysis of the problem, possible solutions and everything related to its development.

It will constitute a guide for personnel training, and a reference to inform possible cooperators in the campaign.

Training of Personnel for their respective jobs.

By holding meetings with the Extension agents and supplying them with local guides to inform them of the phases of the campaign.

Pamphlet guides for rural teachers based on the campaign manual.

Demonstrations will be given to extension agents so that they will repeat them in their respective localities.

A similar training will be given to the local leaders by the Extension agents.

Businessmen could collaborate by lending space for photographic exhibits, soil profiles, etc. They could also cooperate by giving us free radio time for our programs during Soil Conservation Week.

Production of Materials for the Campaign.

Most of the printed material for the campaign will be produced by specialists of the different departments of STAN. It will be prepared by the Information Office and will be distributed by the Extension agencies, rural and urban schools, public offices, National Bank of Nicaragua, commercial firms, etc.

Except in certain special cases, the preparation of printed material will be done by the Information Section of the Extension Service. The time required for completion of each work will vary according to each individual case, but it can be estimated approximately as follows:

Posters for announcements (by STAN)	2 months
Posters for Soil Conservation Week (by STAN)	2 months
Circulars for farmers and the public in general (by private printing shops).....	2 months
Illustrated circulars for schools (by private printing shops)	2 months
Circular letters for farmers (by STAN)	15 days
Articles on Soil Conservation Week for the Press and Radio	1 month.

Initiation of the Campaign.

Articles for press and radio announcing Soil Conservation Week will be prepared before September 15, and an inaugural meeting of all the members of the directive committee of the campaign will be held on September 15.

Invitations will be sent to press and radio personnel.

It will also be very important to invite to this meeting the Ministers of the different departments, civil and religious authorities, managers of commercial firms, bank personnel, intellectuals, etc.

The distribution of the printed materials will be made in the early part of September, so that they will reach their destination before Soil Conservation Week.

The Extension agents will hold similar meetings at provincial government seats on that same date.

The Minister of Agriculture will preside over the inaugural meeting of Soil Conservation Week where he will make a speech.

The concepts of the Minister's speech will further be discussed by the Director of Extension.

The speeches will be tape recorded and transmitted to radio stations and copies will be sent to newspapers for publication.

Articles related to the Soil Conservation Week Campaign will be requested from information technicians and prominent citizens and will be published in newspapers during that entire week.

Radio programs will also be broadcast during the entire week.

The possibility of having Archbishop Gonzalez Robleto participate in the Inaugural meeting will be considered. His speech will be recorded for radio broadcasting, published by newspapers and mimeographed for the public.

Continuation of the Campaign.

After Conservation Week the campaign will continue by publishing weekly newspaper articles and broadcasting weekly programs.

The Extension agents will continue their lectures, demonstrations and visits to farmers. They will write articles for the local press and will send others to the Information Section of STAN to be published in the capital's newspapers.

The possibility of obtaining the cooperation of commercial firms and philanthropic organizations will be considered with the aim of getting them to award prizes to those farmers who have done outstanding conservation work.

Evaluation.

It will be done in May 1958 to ascertain the point to which the objectives were accomplished.

Questionnaires will be distributed among farmers. Statistical reports and those of Agricultural Engineering Department of STAN and private institutions specialized in Soil Conservation will be analyzed.

PANAMA

Delegation

Ernesto Solís

CAMPAIGN PROJECT TO COMBAT PESTS OF COCONUT TREES

Realizing that the Province of Colon on the Panamanian Atlantic coast depends mostly on coconut production for its income and that this industry is in danger of great loss due to a worm pest that is causing great damage to coconut plantations, we consider urgent that the following campaign be initiated:

Campaign

1. The campaign can be carried out through the Agricultural Information Service of Panamá.
2. The following means will be utilized for the campaign:
 - a. Farm pages
 - b. Radio
 - c. Posters
 - d. Circular letters
 - e. Photographs
 - f. Slides
 - g. Visits to agents

Motto of the campaign:
"DEFEND the coconut resources,
COMBAT the pest that destroys it"
3. Other organizations will also cooperate:
SICAP, IFE, Ministry of Education
4. The main objective is the extermination of the pest.
5. Sub-objectives are:
 - a. Education of the masses
 - b. The formation of public opinion on conservation of natural resources
 - c. Stimulate the concept of organization and cooperation
 - d. Teach pest control methods.
6. The central committee will be composed of:
 - a. The Secretary of Agriculture
 - b. Director of Extension
 - c. Director of SICAP

- d. Head of Information Section of DAP
 - e. General Manager of IFE.
7. An executive sub-committee will be organized in Colon which will be composed of:
- a. The Governor of the Province
 - b. Mayor of Colon
 - c. Extension Agent
 - d. Commander of the National Guard of Colon.
8. The local committees of the infested area will be composed of:
- a. Mayors of Santa Isabel and Portobelo
 - b. Teachers
 - c. Neighbors
 - d. Priest
9. The honorary members of the central committee will be:
- a. The Minister of Agriculture
 - b. The Minister of Education

Budget

We estimate it to be Bs. 10,000 (Ten-thousand Balboas). This sum will be paid totally by the Ministry of Agriculture, Commerce and Industries.

Breakdown of Expenses

a. Farm pages (printing)	Bs.	250.00
b. Radio (Free collaboration with the Government)	—	—
c. Posters		100.00
d. Circulars letters		150.00
e. Insecticides		7,500.00
+ f. Airplanes		1,000.00
g. Other materials		300.00
h. Other expenses		<u>700.00</u>
	Total	Bs.10,000.00

+ Since due to the great height of the coco trees the spraying cannot be done from the ground, this work can only be done through the use of airplanes.

The method of teaching would be by groups, through the leaders (agents, teachers, volunteer leaders).

Other organizations that would contribute in the preparation of information material would be: SICAP and IFE.

The materials must all be ready by the first days of April, except the farm pages and radio programs that must start in March.

The information material will be prepared and produced by the Information Section of DAP, with SICAP's cooperation; and it will be distributed by the Extension agent.

Production of Campaign Materials.

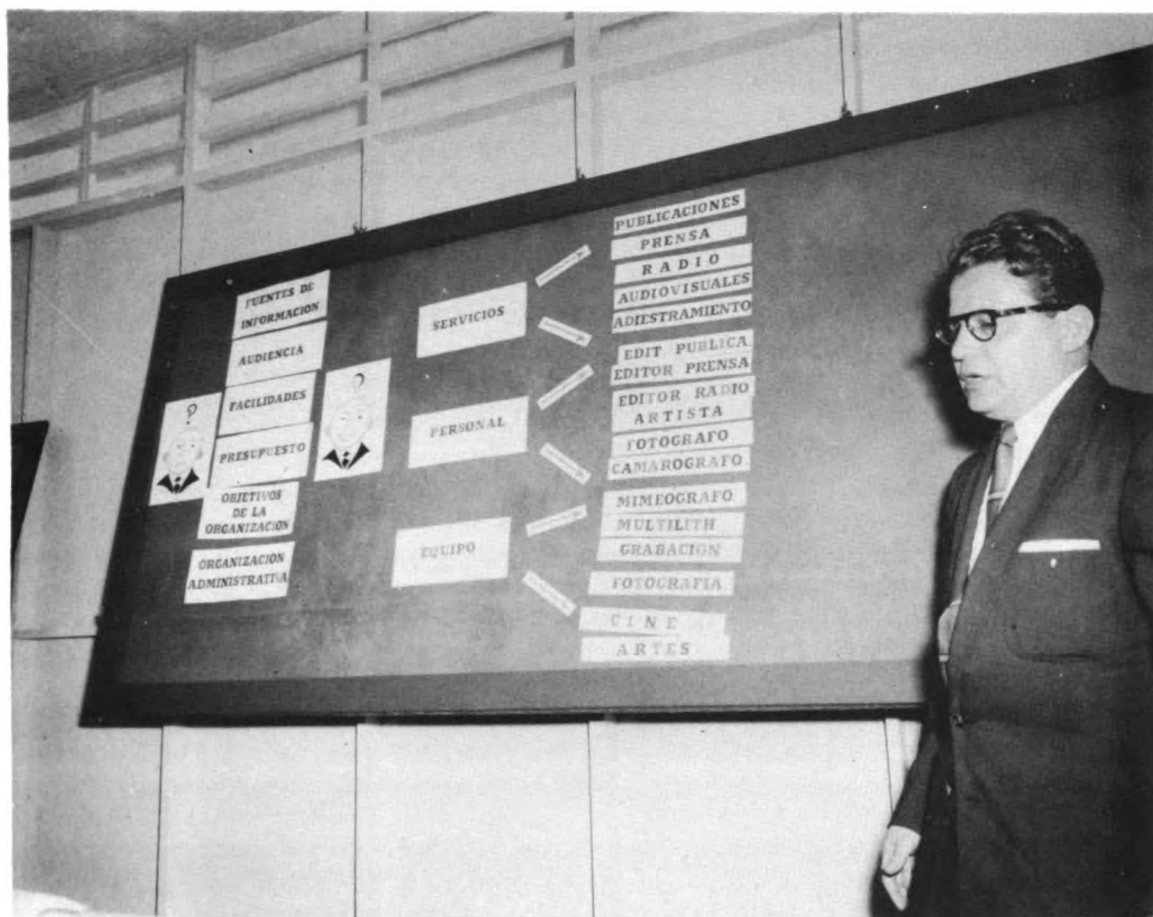
A contest will be started to stimulate the more active farmers. Their photographs will be included in the farm pages.

It is supposed that information must be received by the farmers of Santa Isabel and Portobelo not later than three or four days after it is prepared.

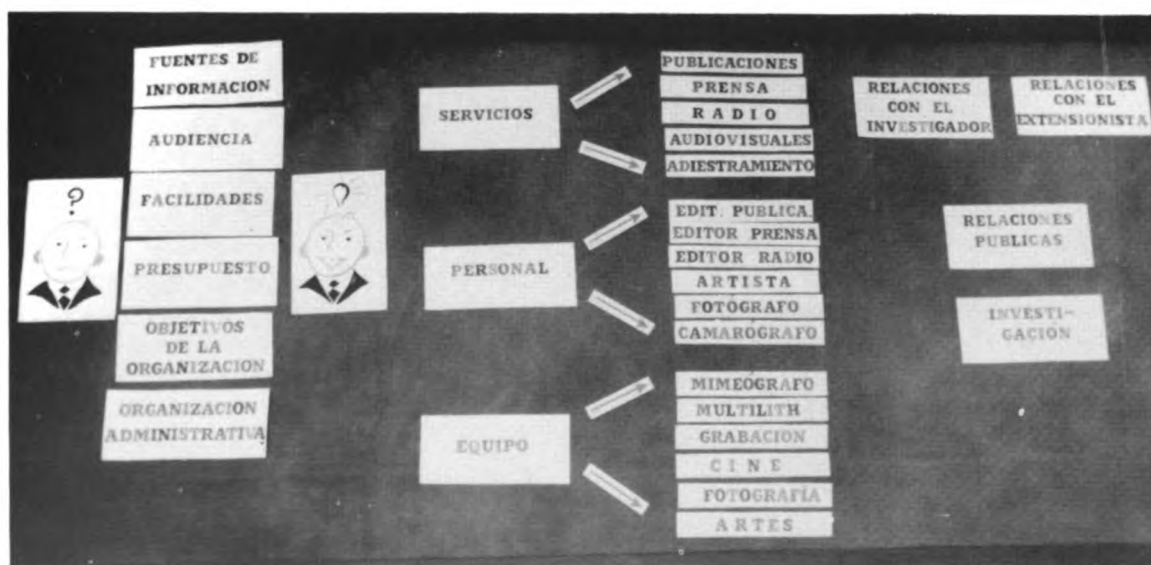
Evaluation.

In order to judge the results of the campaign in relation to its purposes we have to resort to information from farmers and technicians.

To judge the different methods of information a study will be made as to which has been the most useful.



Rogelio Coto uses the flannelgraph to show how to organize an effective *Extensión* information office.



The final flannelgraph looked like this—a helpful guide to organization of an information office.

ORGANIZATION OF AN EFFICIENT EXTENSION INFORMATION OFFICE

Rogelio Coto

There are some cases in which the establishment of information offices is made without previously studying the needs and problems. Therefore, planning has not been done before acting. Information offices have been organized simply because some administrator had an idea or because the organization needed publications. The situation is well understood because the function of communications is something new in Latin America and, with some exceptions, trained personnel is needed.

My personal experience is as follows: I was employed to put out an agricultural magazine. Without knowing enough about the subject, and with God's help, the Publications Section of the Ministry of Agriculture of Costa Rica was organized. Due to this circumstance I wish to explain that for this talk I have tried to organize my ideas on the basis of my personal experience. The pamphlet titled "Agricultural Communication Services" has been, however, very useful to me. This pamphlet by Bryant Kearn and Hadley Read was published by the National Project in Agricultural Communications and the Office of Food and Agriculture of the International Cooperative Agency, Washington, D.C.

Study the Situation.

This step gives us knowledge of the pre-established situation. The study and analysis of certain important factors will permit us to know what services we are going to establish and what personnel and equipment we will need.

Sources of Information.

It is important to know the best sources of useful information for farmers. Where is some research going on? As far as research is concerned the situation is not the same in all countries. In some countries it is carried out by the University, or by the Ministry of Agriculture, or by government institutions or by private enterprise. What are the objectives of these organizations? How do they operate? Are they autonomous and in what grade? If we know these details, the work of the information office will be much easier and more efficient.

Audience.

Only if we know our audience well can we carry out effective information work. If we know the educational level of the people, we can adapt the communications to that level so people can understand us. If we differentiate between adults, children, and women we are more likely to attract their attention and to interest them in our work. If we know their habits and customs and we can identify the different religious groups, we can avoid the danger of creating conflict and antagonism. If we know the needs of the people, we can give them better information because we gain their interest in advance. It is fre-

quently said that a good information man is one who puts himself in the shoes of the person he is trying to reach.

Facilities.

It is very important to know what facilities exist in the environment in which you work. Although it sounds very obvious if there are no news papers, no information can be transmitted through the press. Do we have radio station? What are their objectives? How do they operate? What technical facilities do they have? Do they operate in the big cities or in small towns? Are there radios in rural areas? Is there electricity in the cities and in the rural areas? If there is no electricity 24 hours a day, at what time does the service begin? Are there good roads? Are there printing facilities? Are there magazines? Information of this kind can make our work much more effective and economical.

Budget.

We must know the amount of money we can count on for our work. If we know the public's needs and the facilities available we are able to find out what are the most effective means of communications. With good planning we can obtain the most for our money. If we show efficient use of the money we receive, we may then be able to obtain more money in future budgets.

Objectives of our Organization.

Every organization has its objectives, its policy of orientation. When we know the objectives of our Extension Service or Ministry of Agriculture well and we share this knowledge with the rest of our personnel, we are paving the road for the growth of our organization. Discrepancies due to ignorance and disagreement cause the leaders of the organization to lose faith and will detract importance from our information program.

Administrative organization.

It is important to know the administrative organization from which our office depends. In order to organize a good information office it is important for us to know the structure of the organization and the position occupied by each person with authority. Recognition and respect of our immediate superiors always help in our efforts to include men in key positions in our plans. This is how we can obtain their support and enthusiasm.

The information staff must know and share common objectives. As editors we must stimulate teamwork so that every staff member will feel that he is an important part of the organization. This can be done by informing each member as to what other staff members are doing and by holding staff meetings where the members can give their ideas and contribute to collective improvement.

Equipment.

After determining services and staff needs, we must decide about equipment necessary for our work. If we plan to buy recording equipment for radio programs it is because we have a radio editor, we have established a radio service, we know the audience, we can count with the radio stations, and because there is electricity and radios in the area we wish to cover with our information. Following this same process we then decide whether or not to obtain the following equipment:

Mimeograph
Multilith
Recording
Photographic
Movie
Art supplies

Often the purchase of equipment is limited by the budget. This, however, does not mean that a good job cannot be done even though you have a small budget. Where there is not enough money to print or multilith publications, a good job can be done with a mimeograph machine. "La Carreta", edited by the Extension Service of Costa Rica, is a good example.

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Let me make a few final notes in relation to the general improvement of the organization that we have established.

1. Objectives - Our information office must have clear and definite objectives. Every member of our information staff must know and share these objectives. A thorough knowledge of the objectives permits a higher quality of the work and aids its effectiveness.
2. Balance - Information is the bridge over which knowledge passes from research to the farmer's mind through the extension worker. Therefore, we must establish a balance in our organization between research and agricultural extension. Advisory committees made up of members from both fields, communications specialists, etc., are often an excellent way to establish this balance. When these committees meet to study the work done and work planned they can give recommendations that will aid our office in its work.

It is also good to have advisory publications committees that will assure the technical quality of the material published.

3. Public Relations - A good public relations system should be established in every good information office. Staff members must feel that they are an important part of the organization. In this way we assure the good quality of their work. Good public relations will attract the cooperation of research people, extension workers, administrators. We do not only have to do high quality work but we also have to tell people what we are doing. This is how we obtain recognition and credit for our work and how we can assure the improvement and development of our office.

4. Research - When our information office is in operation, we should plan to do some research. Not academic research, which is so costly and requires highly specialized personnel that is not always available in our countries, but simple investigations or studies that will permit us to know our audience better. These studies will aid us to better organize our programs. These are topics which may need such studies in your country: What newspapers have the greatest distribution? What is the best hour to broadcast radio programs? The answers to these questions will aid us in getting the most for our money and in doing good communications work.

INFORMATIONAL SUPPORT FOR FIELD AGENTS

Dr. Delbert T. Myren

Informational support for field workers offers one of the greatest opportunities for improving the effectiveness of our information efforts.

When I say this I start from the premise that the success of our information activities can only be measured in terms of acceptance of improved farming and homemaking practices by farm families. This acceptance may be in direct proportion to the quantity of informational material produced but this is not necessarily so. In fact, it often times is not in proportion at all. The column inches that we manage to get into the newspapers, the time we obtain on radio, the number of people to whom we show movies and the number of bulletins which we distribute may or may not be a reliable indication of our success in information work. We all like to use these measurements because they are easy. But in the final counting it's the action which we obtain on the part of our audience which determines our success.

Certainly we realize once again the importance of the mass media in reaching a large number of people for a relatively small amount of money. But I think that we also realize once again the importance of the local extension agent in finishing off the job of gaining acceptance of a new practice.

What kind of informational aid can we provide to help these key persons be more effective in their extension work?

Even with a fair amount of training there are certain limitations as to the materials which a field worker can produce. I say that we ought to help him produce these materials. Here's why:

- 1) The quantity of work we can produce in the central office makes it possible to hire persons with special talents and to purchase facilities for them to produce materials of high quality.
- 2) By providing such materials we can increase the efficiency of the field workers.
- 3) In so doing we show him that he is considered an important part of the extension service and that he has not been forgotten by the central office.
- 4) On the other hand, our informational materials gain prestige when adapted to local conditions by field workers.

Our next question is on which subjects shall we give information support? The role of the information man in answering this question will vary from country to country depending on how important a part he plays in planning the extension program. As soon as this question is answered we can start talking about just what kind of information support to provide. This will probably depend on the training the field workers have had. The central office should provide in-service training along with the materials which it provides.

Some Possible Support Services from the Central Information Office.

There are really two different classes of informational support which we need to provide for extension workers. (1) Subject matter informational support, (2) aid in the presentation of material.

(1) Subject Matter Informational Support.

I understand that few, if any, of your extension services have subject matter specialists. These specialists form a key part of the extension service in the United States. It is these men who supply most of the material handled by the information offices. The responsibility of the soils specialist, for example, is to keep up to date on all the latest research in soils not only at his own experiment station but in other private and public research agencies. This specialist translates this into recommendations for farmers in his state and promotes a program through local extension agents and the central information office for gaining acceptance of these recommendations. In most Latin American countries this subject matter specialist role is being handled to a certain extent by the research man. But the rest of this important role has to be performed by the information man in cooperation with the extension director and supervisors. This puts added responsibility on the information man. We may find ourselves using up a good

deal of our time and energy in just getting the information needed by the extension agent for his work with farmers. However, obtaining this information for the extension agents is our first responsibility in the way of information support. If we are to help in building the prestige of these key people we must see to it that they have the latest information on all of the agricultural subjects important in their areas.

Here are some examples of such subject matter support with which we might assist:

- 1) Regular reports of experimental work.
- 2) Field days at experiment stations with special sessions for extension agents.
- 3) Regular newsletters covering recent developments in specific fields.
- 4) Bulletins with new recommendations based on recent research.

I am sure that there are many other possibilities. Whatever ways are used to give greater subject matter support to field workers, it will mean greater extension effort on the part of research workers and more work for the information specialist. However, in some cases we may have to take the lead in providing such service.

(2) Aid in the Presentation of Material.

The second type of informational support with which we can be of considerable help to the field worker is aid in the presentation of material. Because of the location of the central office we are usually in a good position for obtaining subject matter and talent for producing information aids. At the same time we can produce enough material to justify the purchase of good production facilities. Here are some of the services which we might provide to field workers:

- 1) Slide sets and movies — production and lending service.
- 2) Art and photo help. Production of sets of illustrative material for extension agents including photo enlargements, drawings, and art work to put in circular letters. Making illustrating services available to the Extension agent.
- 3) Press and radio service. This may include a regular news service to be channeled through extension agents, tapes and scripts.
- 4) Exhibit loan service for fairs. Exhibit materials from information office available on loan for use by field workers at local fairs.

- 5) Kits of campaign information. Material for use in promoting a campaign. Such materials as slide sets, posters, bulletins, ideas for visual aids, press and radio materials and other informational help is produced by the office of information for use by field agents.

TRAINING OF EXTENSION AGENTS IN INFORMATION

Enrique Sánchez Narváez

Its Importance.

Information is an important part of Extension work. Although its importance is well recognized, a sufficient number of information workers to cover a broad program is not always available. Very frequently the central information offices are not able to cope with the requirements of Extension. On the other hand, extension agents of rural areas are not trained enough to use information media adequately.

Latin American universities and other institutions where extension agents are trained do not offer subjects or opportunities to practice information work.

This situation suggests, among other things, the urgency of establishing a training program in information for extension agents.

A good training program can accomplish the following:

1. Increase the number of information workers in the Extension Service personnel.
2. Give agents the opportunity to prepare articles for the newspapers, radio programs, etc. on local events.
3. Give greater support to information programs.
4. Increase the sphere of influence in the locality.
5. Give knowledge a solid basis.
6. Provide the agent with more and better tools, without interrupting his regular work programs.
7. Strengthen the training of information workers at different levels.

We will now discuss each of the foregoing items in detail:

1. Increase the number of information workers in the Extension Service personnel.

Training helps to increase the number of information workers. As a consequence, it increases the production of information material to satisfy work needs.

But increasing the number of information workers and the volume of material produced is not enough. It is indispensable that they are efficient workers and that the material they produce is of good quality.

2. Give agents the opportunity to prepare articles for the newspapers, radio programs, etc. on local events.

Newspaper articles and radio programs on local events stimulate people to act. They stimulate because they give people the opportunity to ascertain the reliability of that information and to obtain additional details from the participants in the event. They also stimulate people to act because they offer motivating experiences which provoke them to do the same thing with equal or better results.

3. Give greater support to information programs.

When people have a clear concept of the role of information and of the educational efficiency of its methods they recognize the importance of the program for the community. This moves them to cooperate.

The extension agents and the information workers also recognize that their efforts are directed toward the same end. In this way they cooperate better.

4. Increase the sphere of influence in the locality.

The increased contact of the extension and information workers' with the people will logically increase information's sphere of influence. People like to hear the opinions of persons whom they consider capable of directing or teaching. The knowledge of successes accomplished through appropriate and timely information makes people believe in their information worker.

People are not familiar with research workers or specialists who are the authorities in agricultural matters; they do not consider them as part of their community. On the other hand, they have faith in their extension agent.

5. Give knowledge a solid basis in its application to daily activities.

Training contributes to renew and give a solid basis to knowledge in the use of proper information methods. It improves techniques and suggests new methods that are more in accordance with the circumstances.

6. Provide the agent with more and better tools, without interrupting his regular work program.

While it suggests new methods and ideas, training provides the agent with new tools that allow him to carry out his work with less effort and with the maximum results. Furthermore, the agent can accomplish this without seriously interrupting its general program.

7. Strengthen the training of extension agents at different levels.

The ideal would be to give training at different levels and opportunities. The different levels are:

- a) Before going into the service. During studies at universities and agricultural schools.
- b) Upon entering the service.
- c) While in the service. During the work period within the general extension program.
- d) Postgraduate training. This can be obtained in institutions of higher learning.

Training Methods.

In training, the following methods can be used:

1. Meetings, such as study conferences, seminars, workshops, etc.
2. Individual training.
3. Publication and distribution of manuals.
4. Circulars or monthly newsletters.
5. Annual contests on production of the best information materials.
6. Study and practice in the regular program of higher learning institutions.

Let's take a look at each of the training methods:

1. Meetings, such as study conferences, seminars, workshops, etc.

The activities of these meetings tend to have the following purposes:

- a) Examination of information methods and analysis of communication principles.
- b) Examination of methods of information for rural families.
- c) Comparison of points of view or ways of interpretation.
- d) Investigation.
- e) Exchange of experience.
- f) Practices. Knowledge and application of new production techniques.
- g) Production of Information material.

The important part of this type of meetings is: a) collection of documents prepared before and during the meeting; and b) the renewal of ideas with the aid of experts and participants (talks, discussions, etc).

But perhaps the most important of all is the impression that each agent and information worker takes with him of having acquired new tools and that there is expectation in his work.

2. Individual training.

Individual training can be carried out in the form of training of agents by information specialists. But it is most often carried out in the form of cooperation in the preparation of material for a plan or program.

3. Publication and distribution of information manuals.

The pamphlets and manuals on information means and methods constitute incentives to use the most convenient techniques properly.

It will, therefore, be necessary that these publications not only give a brief theoretical summary, but also effective instructions on how to operate.

4. Circulars or publications for agents.

Many information offices, due to the urgency of maintaining contact with the agents, publish monthly circulars or newsletters that are distributed among agents. These publications provide agents with news, ideas and knowledge. They give information on the general activities of the organization, new projects, results, success stories, etc.

5. Annual contests on production of the best information materials.

The annual contests for agents on the production of information materials have the following virtues:

They develop talent and creativeness, give greater knowledge and ability; encourage a more intensive study of situations and necessities; through competition they raise the quality of production. Contests constitute an efficient training method.

6. Training periods in an institute of higher learning.

This training has many advantages: a regular program, a definite period; the assistance of experts and specialists, and adequate means. The students have the opportunity of receiving theoretical and practical instruction.

Evaluation of training.

Only evaluation will determine in the end the degree in which knowledge was assimilated, whether the efforts were fruitful, and whether the techniques were mastered and experience gained.

RELATIONS WITH THE TECHNICAL PERSONNEL OF THE MINISTRY OF AGRICULTURE
OR THE AGRICULTURAL EXTENSION SERVICE

Carlos Cordero J.

"Cooperation is a key word for the agricultural extension information worker", says John W. Spaven, Extension Editor of the College of Agriculture, University of Vermont, U.S.A.

The concept is true and precise because, if there is no understanding between the information worker and the sources of information, administrators, etc, difficult situations arise to harm the normal flow of information material.

Who are your cooperators?

You, as an information worker, produce information material for large groups through the press, the radio, magazines, publications, visual aids etc. Your production will only be possible with the cooperation of the:

- a) technicians and research workers,
- b) administrators,
- c) Servicio or information department personnel.

Good relations stimulate cooperation.

It is not difficult to promote good relations with technicians; difficult cases are the exception. Your work will be more productive and easier if you try to establish and maintain good relations. The following ideas generally give good results:

- a) Inform technicians and research men as to what your office is doing and why. Do this in group talks or in personal interviews.
- b) Convince them that it is important to report, as detailed as possible, the findings of research and experience.
- c) Show technicians that you have interest in their work.
- d) Let the technician who gives information check your articles. Explain the changes that you have made and that this is done so that the farmer can understand the message.
- e) Exercise as much care as possible in presenting all articles and materials to be published.
- f) Urge technicians to give you material.
- g) Never publish any technical information without having it checked by the technician who provided it.

There are other means to foster good relations - let's call them "informal". Sometimes having a cup of coffee together and the consequent exchange of ideas, will give excellent results.

Also, it is very probable that a technician will appreciate your help very much if you supply him with material that will make his job easier. If you are timely in giving service, you will make him understand that information work is not a one-way affair but, on the contrary, he can also benefit from it.

It is very important that you take advantage of staff meetings or other group meeting to bring up conversations that will promote good relations.

Use Understanding.

If you differ in opinion with some technician, try to see his point of view. People like to be understood by others and have the value of their opinions recognized. Explain in the same way your own ideas the best you can.

Misunderstandings are obstacles to good relations and poor relations are a great obstacle in the extension information work.

Cooperation is a key word in information work, says Carlos Cordero.



The panel discussion on "Relations with Private Industry". Angel Talavera, Carlos Arias, and Francisco Toro Calder give their points of view.



RELATIONS WITH PRIVATE INDUSTRY

A Panel Discussion

Angel Talavera,
Carlos Luis Arias,
and F. Toro Calder

A. TALAVERA - The work of obtaining the support of private business for an agricultural campaign is almost completely a matter of public relations. The purpose is to obtain the direct or indirect support of people whose activities are not related to agriculture. In order to accomplish this we must first make business people aware of our aims and show them that by helping others they help themselves. In other words we must create an attitude.

1. What kind of cooperation is possible.

The collaboration that can be obtained is almost unlimited, depending on the degree of support that the businessman believes convenient to give. For example in the case of fat and oil refineries, which depend on great quantities of agricultural products for their operation, there are greater possibilities of obtaining their collaboration than the case of such agricultural product dealers as grocers.

Another factor that we must keep in mind is the prestige of the agency and its representatives who requested collaboration. A person of good moral character and who knows his job well will accomplish lots more than one who is not so trustworthy.

Such aid as money, technicians, transportation, laboratory facilities, machinery, etc. can be obtained from industry and business. The collaboration that can be obtained is almost unlimited and it is subject to factors that have already been mentioned.

2. How to enlist support.

Make a program in advance that will create a favorable atmosphere to the campaign among the possible collaborators. To accomplish this, use must be made of newspaper articles, radio programs and circulars. These must reach the people before any collaboration is requested from them. Every effort should be made so that the businessman will be well informed before he is asked to collaborate.

The personnel that is to represent the campaign before collaborators must be very carefully selected and must be properly identified when visiting collaborators.

Solicitors should carry enough illustrated, easy-to-read material on the program and must give copies to collaborators.

They should always keep in mind that businessmen are primarily interested in the benefits they can derive from their collaboration. Emphasis must be placed on the advantages that this program will provide businessmen.

They should explain very clearly what is going to be done; the part that the businessman will play in the program and why his collaboration is essential.

Give as much publicity as possible to collaborators to make them feel that their participation is well appreciated.

Give collaborators a badge or plaque that they can display and win the good will of the people.

3. Problems and Dangers.

The greatest danger is failure of the campaign, or that word gets around that it is poorly managed. This will cause businessmen to withdraw their support of the campaign and also of any future campaigns.

Another danger lies in the improper use of the businessman's contribution especially if it consists of machinery, transportation, technicians or facilities. The collaborator will think that he is going through a lot of trouble and that his contribution is being disregarded and mismanaged.

Problems.

The worst problem is constituted by businessmen with cash register mentalities who only look for benefits before they help anybody. Fortunately, this type of businessman is not common among big business.

Another problem is that of obtaining collaboration at the time it is needed. This is quite a serious one especially when it concerns facilities, machinery, or transportation. It is difficult to obtain the industrialist's or businessman's collaboration at the exact time it is needed. The reason for this is that businessmen have other profitable activities to which they give priority.

Other problems that deserve our effort and attention are: enlisting the confidence of the businessman; and maintaining his faith in the work being done. If these are accomplished, we will have taken a long step forward in obtaining the collaboration of businessmen and industrialists.

CARLOS L. ARIAS - Before I explain this relation and present it to you for discussion, you must divide private industry into three different types or classes.

1. Industry that depends on agriculture for raw materials.
2. Industry that sells products for use in agriculture.
3. Public service and private institutions.

In order to discuss the relation that might exist, we must first answer the following questions:

1. What kind of cooperation is possible?
2. How can we enlist the interest and support of private industry?
3. Dangers and problems.

In this opportunity I will refer to the relation between public service, private institutions and the information offices.

First of all I must tell you that those institutions are the following:

The banks
Electric power companies
Transportation companies (land, sea and air)
Radio stations
Newspapers
Magazines

I have only mentioned these few but, really, there are other similar institutions. The kind of cooperation that these institutions can give can be financial; it can be that of lending exhibition places, walls or space in advertisements; it can be that of giving some of their radio time or space in newspapers, magazines, etc.; use of mobile sound units; giving of prizes on certain campaigns, reduction of rates on radio time, newspaper and magazine space, etc.

In order to enlist the interest and support of these institutions you must use all available media of communication. It is necessary to persuade businessmen of the importance of the campaign that is going to be launched or of the information service that is being offered. It is also important to inform businessmen of the objectives pursued, the duration of the campaign, the advantages that they can receive, and the aid requested from them should be clearly explained.

Take the case of a bank that offers agricultural credit and is invited to support certain campaigns for education of rural inhabitants of a certain region. There is a need to convince the bank that the more educated people are, the greater will be the possibilities of selling agricultural credit and getting the credit repaid.

In the case of electric power companies, these will readily support a soil conservation campaign if they are told the importance that the campaign has in preventing erosion damages to their hydraulic works. In the case of a campaign for agricultural education in general it is important to demonstrate that education creates a desire in the farmer to live better, to obtain information rapidly, to have electricity, radio, etc. The farmer will, then, be a customer of electric power, and many other commodities and in the long run, the company will be benefited.

Transportation companies, on the other hand, prosper when the volume of agricultural production is high. There will be lots of goods to transport to all parts when a good exchange of products is established. The support by these companies is decisive, if they are properly persuaded. Vehicles are suitable places for posters. Bus and train stations have large places which are very appropriate to put exhibits.

It is possible to persuade radio stations, newspapers and magazines to help by giving time and space at low rates for plugs and announcements supporting a campaign. Materials offered them must be prepared so that they can insert it in their pages or programs with the least effort. It is also important to prove to them that the campaign will bring great benefits to the community, region or country, where these stations and publications operate, and thus they may have a greater circulation and audience. It is very important to emphasize to these firms that their support is essential and decisive since their mission is primarily informative - an important factor in public education.

In answer to the third question which refers to the dangers and problems in the relation between private industry and the information offices, I find them of no importance.

I believe that it is necessary to give public recognition to those firms that give support to campaigns. But advertisements that tend to favor a certain firm should not be permitted because this can be harmful to the campaign as well as to your information office.

F. TORO CALDER - Relations with dealers of agricultural products and others.

It is convenient to classify businessmen according to the products they handle.

1. Agricultural materials and equipment.

Examples: Fertilizers, insecticides, fungicides, tractors, irrigation pumps etc.

2. Materials for home use: sewing machines, radios, furniture, etc.

3. Dry goods.

4. Food.

What kind of cooperation is possible?

This presents itself in only one way: cooperation from the information man to the businessman and from the businessman to the information man of the Agricultural Extension Service.

The agricultural extension information man has to offer something to produce a response by the business-man. Who starts this flow of understanding? It is necessary that the information man initiates it.

What kind of cooperation?

It can be given or received in a material or immaterial way, or in both.

Examples of material cooperation:

Business-men give prizes to farmers winning a corn production contest sponsored by the Extension Service. The Extension Service recognizes the business-man's contribution by requesting him to write his name on the prize to be presented; the newspapers might publish his photograph while presenting the prize.

Both the business-man and the Extension Service will benefit by sponsoring these contests and making these activities known to the public.

A satisfied business-man will offer more prizes. Other business-men will try to imitate him obtaining some benefits.

How can we enlist the interest and support of business-men?

There are many ways but all are based on the principle that "Man is interested only in things he knows about". It is essential that the Extension Service make its program known to business-men through its Information Section. What does the Extension Service do? Why does it do it? What are its activities and problems? What are its plans for the future? All this information will give the business-man a clear picture as to when and how he can cooperate with the Extension Service. It is also important that the information worker knows the activities, prejudices, attitudes, resources, etc. of the business-man.

There are many places where it is customary to distribute publications, bulletins, pamphlets, etc., through commercial firms. Can a man in the fruit business refuse to distribute an Extension Service publication describing the nutritive value and use of fruits?

Dangers can be avoided if there is a clear understanding between both business men and the Extension Service before, during and after the cooperative activity has been established.

Problems - for the business man as well as for the Extension Service arise every day. •

On the business man's part - unexpected scarcity of funds, wrong interpretation of the agreement or misunderstanding of what is being done; and many others.

On the part of the Extension Service - shortage of time and personnel to devote to the work of convincing business-men or to devote to activities agreed upon with business-men, lack of information media, lack of internal organization regulations that will define the ways in which commercial and other cooperation can be used to the best advantage.

GROUP WORK ON IMPROVING A CENTRAL INFORMATION OFFICE
(An exercise by the participants)

COSTA RICA.

I. Objectives.

The following are the objectives of the Ministry's Information Department:

1. Supplement the educational activities of the Extension Agents with publications, visual aids, press and radio information, etc.
2. Report on the progress and results of research carried out in Costa Rica and in other countries.
3. Conduct a public relations program designed to (a) give institutions working for the development of the country's agriculture the credit they deserve; (b) obtain public sympathy and support for Costa Rican agriculture.

II. Organization.

The Department will include five main sections:

Publications, Press, Radio, Visual Aids and Printing Shop. In addition, the following units will work within the Department: Storage and Shipping, Secretarial services, Library and Archives. The Department will have two advisory committees: a General Guidance Committee and a Publications Committee. Periodic staff meetings will be called with a view to: (a) developing team work spirit; (b) become acquainted with staff activities and (c) improve internal public relations.

III. Personnel

In order to fulfill the above functions, the following personnel will be required:

1. Publications.

Head
Extension Editor
Editor in charge of "La Carreta" and circulars.
Stenographer

2. Press.

Head
Stenographer

3. Radio.

Head
Stenographer
Helper

4. Visual Aids.

Head
Assistant Artist
Movie Operator
Photographer

5. Printing shop.

Head
Multilith Operator
Assistant Multilith Operator
Two IBM & Varitype typists
Two mimeograph operators
Photographic laboratory operator

6. Service Unit.

Stenographer
Filing clerk
Storage and shipping clerk
Librarian
Assistant librarian

IV. Functions of the Committees.

The Department will have the advisory services of an Orientation Committee and a Publications Committee. Each committee will have specific functions to fulfill in addition to general consulting services for the Department Head. Both committees will be made up by members of the Ministry, and when deemed convenient, by members of outside organizations. These advisors will be appointed by the Technical Agricultural Committee of the Ministry. Organization and functioning of these committees will be as follows:

1. Orientation Committee.

This is a consulting committee whose main function will be guiding the Department's general activities according to the needs and to the new developments in the communications field. Ordinarily, this committee will meet once a year. At this session or series of sessions it will analyze the work conducted during the previous year; it will also plan and orient the activities for the following year according to the existing needs for research, extension, public relations, etc. It will also meet extraordinarily at the request of its members or the Head of the Department.

In these sessions the Committee will express its viewpoint in the form of recommendations. The Head of the Department will be in charge of planning the agenda according to the Service's needs, and of taking the minutes. The members of the Committee will appoint a president.

They will stay in office for a period of two years, but can be re-elected.

The Committee can have the consulting services of any member of the Ministry's staff upon request. If necessary, it can request consulting services from other organizations.

The Committee will be made up of six members, who will be chosen from specialists in the fields of extension, research and communications, seeking always to maintain a balance between these fields. Four members constitute a quorum.

2. Publications Committee.

This Committee will be in charge of studying and approving technical articles and descriptive materials for the public, following the editorial policies previously adopted. Such editorial policies have to be approved by the Ministry's Technical Agricultural Council.

This Committee will be made up of six members, who will be appointed from specialists in extension and research, trying to keep a balance between these two fields. The Head of the Department will act as chairman for this Committee. Members will stay in office for one year, but they can be re-elected.

A system of individual study of materials will be established. When serious differences of opinion arise concerning the manuscripts, the Committee will be convened by the Head of the Department in order to arrive at a final decision. The Committee will also meet at the request of its Chairman or any of its members when deemed convenient. Four members constitute a quorum. In order to solve problems arising from conflicting views, the Committee can request advisory services from any source.

GUATEMALA.

The sources of information in Guatemala are:

- a) Research
- b) Extension Agents
- c) Farmers
- d) Press and Radio
- e) Ministry of Agriculture
- f) International Institutions and Organizations.

In connection with the above there will be greater collaboration in trying to produce a greater amount of material for the audience.

The public or audience in Guatemala consists of:

- a) The farmer.
- b) The extension worker.
- c) SCIDA's personnel.
- d) The farmer who reads and writes and sometimes has a good education.
- e) The rural dweller who in most cases does not read or write.
- f) Institutions which have no connection with SCIDA.
- g) Government employees.
- h) Public in general.

Material in simple language will be prepared so that the message will reach all the groups. This will require a previous study of the audience. Agents can be of much help to the information workers.

Guatemala counts on the following means of communication:

- a) Press
- b) Radio
- c) Television
- d) Magazines
- e) Tabloid newspapers
- f) Highways

- g) Railroads
- h) Aviation
- i) Fairs and expositions
- j) Movies and other shows
- k) Printing shops
- l) Etc.

In the case of the press, for example, the following information must be obtained:

1. Number of newspapers, names and addresses.
2. Approximate circulation and coverage of each.
3. Interest of the readers.
4. Possibilities for publishing material.
5. Price per copy of each, and advertisement rates, etc.

The objectives of the information office will be to:

1. Inform the public on matters favorable to the improvement of agriculture.
2. Give training to extension agents so that they can do more efficient work.
3. Establish better public relations for the benefit of the institution and to improve working facilities.
4. Take maximum advantage of the available facilities to initiate better oriented activities.
5. Initiate and maintain permanent recognition or acknowledgement to all persons or organizations that collaborate with Information.

In order to accomplish these objectives we can, for example, in the case of training of the Extension staff follow these steps:

1. Meetings.
2. Circular letters.
3. Bulletins.
4. Movie projections.
5. Personal talks, etc.
6. Take maximum advantage of conventions and courses held in the country.

After this the following steps will be taken in regard to personnel:

1. Employ a bulletin editor so that the head of the section can more efficiently attend to such other activities as coordination, public relations and orientation of extension agencies on information.

2. The personnel will then be the following:
 - a) Section head.
 - b) Press officer (editor).
 - c) Radio officer (editor).
 - d) Bulletin and farm page editor.
 - e) Visual aids technician who will also be in charge of movie units.

Plans for the near future.

1. Make flannelgraph, flip chart and scripts.
2. Make puppet sets and scripts.
3. Make magic boxes.
4. Supply every agency with a slide projector.
5. Make slide sets.
6. Supply agencies with reproduction (mimeo or ditto) equipment.
7. Publish a rural educational newspaper similar to the "Agricultor Salvadoreño".
8. Record the best radio programs to be used by mobile units.
9. Study the possibility of having some bank finance the purchase of radios to be sold to farmers on small installments. A credit plan will be presented to the bank after it has been studied by a group of economists. The problem of charging batteries must also be given attention.
10. Increase the number of radio programs as mentioned in our report.
11. Take advantage of the idea proposed by Panama to publish a farm page for popular distribution.
12. Send copies of all the material prepared to all the Central American Agricultural Information Offices, and several copies to Turrialba for distribution in other areas.

HONDURAS.

Introduction:

The Agricultural Information Section of the Agricultural Extension Service of Honduras was established recently. Its personnel consists of the Section Head, a secretary, a draftman, a darkroom technician, a mi meograph operator, a publications clerk and a mobile movie unit operator.

Organization Project:

When it becomes necessary and the budget permits it, the Information Section will count on the following offices:

1. Publications.
2. Press and Radio.
3. Audio-Visual Aids.

Note.- There will be one person in charge of each of these offices.

They will be allowed to have the following as service units:

1. Production Shop (printing and distribution).
2. Darkroom.
3. Graphic Arts.
4. Library.
5. Warehouse.

NICARAGUA.

After studying the present situation of our Agricultural Information Office and having reviewed the ideal organization presented by Mr. Rogelio Coto Monge, we have considered that the following aspects are important in the future reorganization of our Information Office:

1. That in order to make the activities of the Information Section of the Extension Department of STAN more effective, adequate coordination between Information personnel and that of the Extension agencies is very important. This could be accomplished by information personnel visits to agencies with the aim of exchanging ideas and discussing the means that are being used and to make a general plan of action.

2. That in order to develop the future activities of the information section it is necessary to include (in the STAN budget) the following positions:
 - a) A stenograp~~er~~ for the publication section.
 - b) A stenographer for the press section.
 - c) A stenographer for the radio section.
 - d) A visual aids specialist.
 - e) A radio assistant.
 - f) A movie projector and mobile units operator.
 - g) A photographer.
 - h) A printing equipment operator.
 - i) A darkroom and photo file technician.
 - j) A distribution department.

3. That in order to obtain better information and diffuse it effectively, it is essential to strengthen public relations not only because it is necessary to obtain information on the research carried out by the STAN and Ministry of Agriculture technicians, but because it is important to have the collaboration of editors, radio stations and private enterprises that collaborate with our work.

4. That in order that our information material be effectively utilized by the field agents, it is necessary that STAN organize short training courses in information for extension personnel

5. That the activities of the information section planned for the future require the following equipment:
 - a) A multilith.
 - b) A mobile unit.
 - c) Photographic equipment.
 - d) A folding machine.
 - e) A stapler machine
 - f) Radio equipment.

6. The activities of the section will be:
 - a) Publications.
 - b) Press.
 - c) Radio
 - d) Visual Aids.

Organization.

When we have made the preliminary study mentioned previously, we will have a better basis for judgement in organizing a good information office. In this case we are going to touch on three fundamental aspects of the organization:

Services
Personnel
Equipment

Services.

We already know which are our best sources of information. We know our audience and the information outlets available to reach this audience. We have a budget available; our staff knows the objectives of the organization for which we work and we know its administrative structure perfectly. This knowledge will allow us to determine how we are going to establish the following services:

Publications
Press
Radio
Audi-visual aids

Our preliminary survey of our situation enables us to establish services according to the real conditions under which we operate.

Within the services we must include the training service. Of all the information services in Latin America that I know about not one has it. However, we must start thinking of information training service so that we can teach extension agents, home demonstration agents and club organizers concerning the use and techniques of communications.

Personnel.

Once the services are organized to conform with existing conditions, we then proceed to select our information staff. Then we agree that the following should be appointed:

Publications Editor
Press Editor
Radio Editor
Artist
Photographer
Motion picture cameraman

The staff should be carefully selected and given the best of training.

We also have to think about administrative and secretarial staff. In some cases extension editors start by being their own secretaries, but plans should be made to have a secretarial and clerical staff.

THE EXTENSION SUPERVISOR LOOKS AT INFORMATION

F. Toro Calder and J. M. Tarano T.

Who is the information worker

The information worker can characterize himself as having four distinct functions: Interpreter, trainer, source of information, and publicity officer.

1. Interpreter: In Latin America: where we do not yet have a staff of Extension subject matter specialists, the information worker has a triple function:

He must maintain permanent contact with the research worker and keep up-to-date with research work.

He is the one who receives and analyzes research results in terms of usefulness to Extension personnel. This analysis must be subject to the revision and approval of the research worker.

He presents those same results in terms of application at the national or regional levels and transmits them through the information media, for use by the people.

2. Trainer: The information worker helps to train Extension agents and supervisors in the proper use of information media. In doing this he stimulates the best use of these media. The word "help" also refers to the materials and equipment that the supervisors and agents can obtain from the information worker. For example: slide projectors, cameras, flannelgraphs, photographs, posters, circular letter, models, recordings, etc. After studying the agents' work plans and problems the information man seeks a way to combine the use of information media to the methods that the agent has available for his educational work.
3. Reliable source of information: Through his contacts with research men, extension service personnel and other national or international agencies, the information man receives information that he can diffuse through the press, radio and other means. For this reason newspapers, radio stations, government agencies and others consider the information man as an excellent source of agricultural and home economics information.
4. Publicity officer: This function of the information man is very similar to the one just mentioned but it differs from it in that he supplies information which is not purely educational but is timely news. Examples: The extension director attends a meeting; that is news. Or, the extension service requests a budget increase; or completes a successful project.

As publicity officer the information man tries to create an atmosphere of understanding and good will for the extension service before governmental agencies and the public.

"Publicity officer" and "public relations officer" are two different things. The public relations of an organization can be defined by the following phrase: "Work, do well, and tell about it". Public relation work is everybody's job; everybody contributes to the efficient functioning of the institution. In the public relations process the work of the secretary, the extension agent, the information man and of the entire staff is equally important. So, it is everybody's job to "work, work well, and tell about it".

The supervisor and the information worker.

The supervisor, as a representative of the Extension director is responsible for seeing that agents carry out programs and work as planned. He can accomplish this by training and advising the agents on the organization and execution of their activities and in coordinating resources of the Extension Service in carrying out the agents' programs and work plans.

If the information worker is an interpreter, trainer, publicity officer, and source of agricultural information, it is the duty of the supervisor to see that the agents take advantage of the information man's work for the benefit of the farmers. We must explain that these functions attributed to the supervisor are only part of the many that he has, but we have only made reference to the few mentioned above for the sake of this talk.

The supervisor acts as a middle-man between the information worker and the agents and it is through him that the information man receives the requests for his participation in the work plan of the local Extension offices. It is then of fundamental importance that the information man interest the supervisor in the use of information methods so that he in turn, will interest the agent in these methods. If this communication between the information man and the agent is accomplished by the supervisor, the information man's activities can complement the agents' work. The work plan of the agents will make up part of the information man's work plan and vice versa.

The phase of the work depends mainly on the concept that the agents and supervisors have of the role of information methods in their work, and on their knowledge and ability in using them. This emphasizes the importance of training the entire Extension staff in information methods. It is the supervisor's duty to provide for training of the staff under him. Under the present conditions of our countries where poor means of communication limit our activities, it will, perhaps, be convenient to have the supervisors trained first by information technicians so that they become capable for training the agents.

EVALUATION IN INFORMATION WORK

Fernando Del Río

What is Evaluation?

Evaluation as a human activity is not new: it is as old as history itself. What is new is, the design to turn it into a more conscious, systematic and scientific activity.

Each one of us is constantly "evaluating", even if we haven't planned it. In this seminar you "evaluate" the work of your teachers and the subject that they present. At home or in the restaurant you "evaluate" the food and shelter being provided you; in your information work you "evaluate" the materials you produce, the persons that work with you, the speed in the production and distribution of materials and the changes they bring about.

The problem is not, "evaluating" for the sake of "evaluating", since we are already doing that every day in one way or another. The real problem is whether our evaluation is good or bad, conscious or unconscious, scientific or unscientific; whether we are using it for the improvement of the work assigned to us, and if others can benefit from our successes and failures.

Many define evaluation as the process through which the degree or value or success of anything can be determined. In information work, evaluation may be conceived specifically as the means used to measure the success attained in the information job.

To sum up, evaluation may be considered as the process through which we determine if a certain amount of effort, money and time is producing the expected impact on the greatest number of people who are the target of our information work.

Let's review some cases in which some information workers became concerned about determining the progress made in their information tasks.

Illustrative Cases of Evaluation in Information.

Case 1 - Publications.

A pasture specialist in one of our Latin American countries prepared a bulletin on his field especially addressed to progressive cattlemen of his country. Since he wanted to go on preparing publications for the same group of cattlemen, it was in point to inquire whether the general lay-out, the illustrations, the lettertype size, the vocabulary used and the contents of the bulletin were appealing to the cattle farmers. Through the cooperation of the Information specialists, a short questionnaire was designed to get the opinion of a group of representative cattle farmers.

The questionnaire was distributed by the extension agents to a group of 140 cattle farmers.

The results of this survey indicated to the information specialist that his bulletin was adequate for the purposes he had in mind.

Case 2 - Radio Programs.

Similarly, the staff in charge of a radio program for farmers and housewives was interested in knowing if the listeners liked the program and if the time at which it was offered—5:45 p.m. to 6:00 p.m. — was the most appropriate.

Near 500 people were interviewed by the agents and were asked to list in a sequence of preference, the three periods of the day that they considered most convenient for tuning in the program.

The results of the survey showed that the time at which the program was being broadcasted —5:45p.m. to 6:00 p.m. — was the most convenient; the second best period was from 6:00 to 6:15 a.m. Specific suggestions on the contents of the program were also made.

Some time later, either by chance or by convenience, the radio station that gave free the time for the program decided to use the 5:45-6:00 p.m. period for its commercial programs. They offered to assign a different period for the Extension Service program. To that effect, they suggested different times of the day. But the program was moved to the morning hour that had been given second place in the evaluation survey. The results of such survey were applied with success.

Case 3 - Expositions or Agricultural Fairs.

A study was conducted in Mexico on the use of agricultural fairs as a method of getting information to farmers. It served as thesis material for a student who was graduating as "ingeniero agrónomo". Four expositions held in different places of the country were studied; 396 visitors chosen at random plus the people in charge or organizing the fair were interviewed.

The following facts, among others, were determined by the survey:

1. Most of the visitors (83.3%) hardly know how to read and write.
2. Most of them own small tracts of land. Only 16% of them were the owners of fairly large sized farms.
3. A great majority of the visitors has only very limited resources of work; 96% of them do their work by hand, or with the help of oxen or mules.
4. 57% of the visitors indicated that they have no means whatsoever to receive information on agricultural developments.

The personal reactions of visitors, in connection with the things they were most interested in and those they considered most useful in the fair, were written down.

The survey was useful to make recommendations on the best ways of setting up the exhibits, how to use series of slides at the fairs, and how to organize the different sections. Furthermore, the survey revealed a series of new problems that deserved further investigation.

We could go on giving more examples of cases where the extension information workers have been concerned about whether they have been using their different media with the greatest effectiveness. We know of certain studies made in the United States and Europe that have been considerably useful in increasing the effectiveness of information activities. Due to our time limitation it wouldn't be possible to consider here in detail each one of these cases; however, from what we have said about the above three cases, the following conclusions can be made:

1. There was concern in determining whether the different information media -- bulletin, radio, fair--were responding to the special conditions of the people for whom those media had been chosen.
2. Simple techniques to get the opinion of people involved were devised.
3. The results of the surveys were used to make the information media more effective.
4. A coordination of work among several people - technicians, information workers, agents, students - became necessary.

We should ask ourselves at this point what is the importance of evaluation; or in other words, why do we evaluate?

Why Evaluation?

It is a logical assumption that any information worker is interested in making his activities as effective as possible; he wants to reach the greatest number of people with the greatest possible impact. Knowing this is important in itself, but it is also important that others know the effectiveness of his work.

Evaluation in information has several purposes, namely:

1. It helps to determine whether the information has fulfilled the work objectives that were set beforehand.
2. It helps to determine the progress made by people reached by the information.
3. It helps to decide which information media are the most effective.

4. It makes possible to identify the obstacles and limitations for the development of the information activities.
5. It provides useful information for the revision or re-examination of the information work.
6. It provides useful information for the public and the government on what the information service is doing.
7. It makes possible that others capitalize on our successes and benefit from our mistakes.

Kinds of Evaluation.

To fulfill the above purposes the information worker can evaluate his work in different ways according to the degree required: informally, semi-formally, or formally.

Informal evaluation.

This is the type of everyday, non-planned evaluation; it is less precise and less reliable than the other two types; however, through practice and critical appraisal the information worker may improve considerably his ability to evaluate his work informally. The main sources of evidence for informal evaluation are the following:

1. Talks with the farmers, housewives, extension agents and newspaper editors.
2. Glancing through newspapers and magazines to check whether his releases have been published.
3. Observations made during tours and demonstrations to "feel the pulse" of people toward certain information, or information methods.

Semi-formal evaluation.

This kind of evaluation is more useful for the information worker who wants to measure the degree of success or progress made through his informational activities. It is more systematic and reliable than informal evaluation. The main sources of evidence for this type of evaluation are the following:

1. Surveys made with the help of extension agents, leaders, 4-H members, students, etc.
2. Interviews with editors, agents, technicians, farmers and housewives.
3. Inventories of opinions, interests and attitudes taken at meetings promoted by the agents (farmers, housewives, youth club members, etc.)

4. Files of news, bulletins, radio programs, fairs, etc. indicating dates, attendance or readership, audience reactions, etc.
5. Systematic observation on the part of the information worker of the problems faced by the farmers and their reaction toward his information.

Formal evaluation. It is through scientific evaluation (research) that all relevant data on a given situation are obtained and that the different variables come under control. This type of evaluation requires considerable training in scientific method. As a general rule, this type of formal evaluation is conducted under the direction of a person trained in methods of research, including statistical methods.

Semi-formal evaluation is, to our judgement, the most useful type of evaluation for the information worker; it has the necessary degree of precision generally needed in determining the fruitfulness of our work. At some point of our work, however, a formal evaluation may become necessary, for which we will seek the advice of an expert.

Evaluation as a Process - Its Steps.

Several steps can be distinguished in the evaluational process, namely:

1. Determining the problem and establishing the objectives; in other words, what to evaluate.
2. Planning the necessary action.
3. Deciding on the kind of evidence to be obtained.
4. Determining how we are going to obtain the evidence.
5. Tabulating, analyzing and interpreting the evidence and using the evaluation.

We will discuss briefly each one of these steps.

If we examine one of the cases presented at the beginning of this talk - the bulletin on pastures - we'll conclude that the problem consisted in the need of producing more and better pastures; the specific objective was to provide the cattlemen with useful information on how to produce more and better pastures. The evaluation was aimed at determining whether this publication was really useful to the public for whom it was designed (progressive farmers). It was asked whether its general lay-out, illustrations, type size, vocabulary and contents were adequate.

In the same way, the information worker may also identify a series of problems and determine the objectives relative to individual information media - a bulletin, for instance - or to the general aspects of the program (organization, administration, training, etc.). Among other things, he can ask himself the following questions:

- a - Does the informational material respond to the needs of the audience that it was meant to reach?
- b - Are the materials being produced in sufficient quantities?
- c - Are the distribution channels adequate?
- d - Why does the national press publish, or why does it not publish, the materials sent from the information office?
- e - Is an inventory of the most requested information in the different countries being taken?; of the most popular information media? (radio, press, etc.)
- f - Is enough coordination being exerted so that the information flows both ways: from the informer to the person informed, and vice versa?
- g - Is there appropriate organization?
- h - Is an opportunity being given for the public to express its opinion on the information work?

Determining the Necessary Action.

The informational activity results are the main interest of the information worker. He is interested in knowing the degree to which the original objectives were fulfilled. Coming back to our previous examples, the information worker planned his information for the cattle farmer in the form of a bulletin. That was his action. Basically, the results of his action will depend on the contents of his materials and on the form and distribution given to them. That indicates the need for evaluating both the contents of teaching (the what) and the teaching methods used (the how).

Part of the information worker's action consists in coordinating his work with that of other specialists and field workers. This can be noticed in all the cases discussed. In the case of the bulletin, the subject matter specialist prepares the technical materials which are to be edited and adapted by the information worker and distributed by the agent.

A specialist prepared this bulletin with the purpose of transmitting knowledge to cattle farmers on pasture production. Transmission of this knowledge is undoubtedly determined by several factors: 1) by whether the

the farmer received or did not receive the information; 2) by the attitude of the farmer toward the publication and the information worker; 3) by the readability of the materials; 4) by their appearance as such; 5) by whether the farmer has been exposed to other information media; 6) by the need he has for the materials.

All these factors will influence the action that the information worker will take in this and similar situations. His action is specific; it must be determined intelligently.

Determining the Kind of Evidence.

The evidence will be constituted by any data relative to the problem under study that will help us determine whether the objective is being reached. There are two kinds of general evidence: evidence on material things (tangible) and evidence on non-material things (intelligible). They are both important. Let us explain ourselves. When using any information medium it is important to get material evidence of its success, such as number of publications, number of farmers reached, number of farmers that followed the recommendation, size of the area involved, etc. All these are material data. But it is also interesting to know such information as the extent and nature of the changes brought about in the behavior of those people who received the information. These changes may result in greater knowledge, a new attitude toward information, acquisition of new skills, development of esthetic feeling, etc. This a type of non-material evidence.

These two types of evidence are very much inter-related. Such inter-relation must be known if one wishes to be able to tell one from the other.

In both cases - material and non-material evidence - the information worker is interested in the kind of evidence which is more directly related to what he is trying to evaluate. For instance, in evaluating the effectiveness of the bulletin mentioned in Case 1, the following would be important data:

1. Number and kind of people receiving the bulletin.
2. Means though which the bulletin was received.
3. Number and kind of people who reacted negatively or positively to the recommendations.
4. Number and kind of people who gave up totally or partially their previous grass varieties and who adopted the one that was recommended.
5. Reader reaction on the general lay-out, contents, type size, etc.
6. Reaction from the readers to the recommendations included in the bulletin.
7. Others.

When and how to obtain the evidence

Since the fundamental purpose of information evaluation is to determine the changes that information has brought about, it is obvious that the people to be reached constitute the best source of evidence. Since the term "people" may include a large number of individuals, you should decide whether you are going to obtain information on all of them (total population) or on a sample of the total population (sampling). In the latter case you should have in mind the following principles about sampling:

1. A sample must be chosen at random; this is so every individual in the population has exactly the same opportunities of appearing in the sample.
2. The size of the sample should be sufficiently large to allow for an adequate representation of all influencing factors.
3. The size of the sample depends on the degree of precision wanted, the available time, the heterogeneity of the population, and other factors.

Also, it should be remembered here that the different information types constitute a population or universe, too. The researcher may want to prove the general effectiveness of his work through random selection of several kinds of information: bulletins, radio, movies, circulars, etc.

The evidence on the development of information projects or activities must be gathered at different intervals. Usually, three critical periods are recognized:

- a. Before initiating the information project. First, it is necessary to establish points of reference. During the final period the analysis is based on these points of reference to decide whether any progress has been made.
- b. During the development of the project. Once the project has been initiated it is advisable to obtain evidence on the degree of progress attained, so as to introduce any necessary changes.
- c. After the project has been finished. Evidence is searched for after completing the project to determine the degree to which the objectives have been fulfilled. This will serve to re-orientate the work on a firmer basis.

How to obtain the necessary evidence

The information worker can use several media or tools to gather evidence on the activities, projects, programs, etc. which he is trying to evaluate. His tools are not usually so precise as those of the physicist or the chemist; but if he uses them with due precaution, such tools can provide him with very valuable information that goes beyond simple estimates

or speculations. Furthermore, there is the hope that these tools will be perfected through their intelligent use.

The following are some of the tools used in information evaluation: work-surveys, questionnaires, inventories of interests, opinions or attitudes, production records, reports, case studies, participation as observer, score cards, tests. It is often preferable to use a combination of these media instead of depending on one of them in particular.

Tabulating, analyzing and interpreting the evidence

The tabulation and analysis of the data gathered through the use of the different tools constitute two important aspects of the evaluation process.

Of what use would have been, for instance, the evidence that was obtained on the bulletin if didn't indicate the kind of persons who received the bulletin? Was it only the "educated"? Only the illiterate? What attracted their attention most? Why did they read it? What did they do with the information? How did they react to its presentation?

The answers to these questions can only be obtained through the tabulation and analysis of the evidence. Of course, the degree of difficulty and extension of tabulation and analysis depend on the quantity and nature of the data, and on the classifications we want to establish.

The tabulation consists in the grouping of all answers given by the persons included in the sample (or in the total population), so that we may get a uniform answer from all the persons as a group.

The evaluation of the bulletin mentioned above served to indicate that the publication was liked by the group for whom it had been designed. An analogous survey may provide the basis for the formulation of one or more of the following conclusions:

1. The recommendations contained in the bulletin were correctly understood by the farmers at a level of the 8th grade; for lower educational levels, it is necessary to supplement the use of this bulletin with personal explanations and objective demonstrations.
2. The general presentation and the illustrations were of the general acceptance of the farmers.
3. Supplementing the bulletin with practical demonstrations turned out to be more effective than the bulletin by itself.
4. The bulletin was distributed in the following way: 80% among those farmers who usually visit the extension agency offices; 12% among those who do not visit the offices.
5. The extension agencies of Zone X distributed 90% of the bulletins sent to them; agencies of Zone Y distributed only 20%.

Uses of evaluation

The information obtained should be used to improve information work in all possible ways. This is the only justification to devote time and energy to this activity. Among the uses of evaluation results are the following:

1. To modify and enrich the different aspects of information work; to determine the volume and quality of materials production and distribution; to improve the presentation and contents of information; to establish coordination with other agencies; to determine the most adequate training for the personnel; to select and design techniques and methods for specific situations.
2. To establish points of reference for future evaluation.
3. To present it to ministries and legislative bodies for budget purposes.
4. To incorporate it into monthly and annual reports to be submitted to the extension service.
5. To publish it in newspapers and magazines, or to show it at public meetings.

Information evaluation is a process that helps in determining whether the information work is producing, in terms of money, effort and time, the desired impact on the greatest number of people for whom the information was designed. It also serves the purpose of discovering the obstacles present in information activities; it permits a re-organization of the work on firmer bases; it serves to inform others on the progress of information work.

There are special methods and techniques to carry out the evaluation; some are more complex than others. For the purposes of the regular activities of the information worker, the semi-formal type of evaluation is the most appropriate.

To make evaluation most effective, it is necessary to evaluate both the methods and materials as well as the program in general. For instance, a bulletin may be technically correct, but defects in its distribution may keep it from reaching the farmer at the right time. A radio program may be excellent, the farmers may have receivers, but the transmission time may conflict with the farmer's regular working hours. In other words, the fact that there are communication media does not imply that they are being used adequately.

The information worker who evaluates his information is in a better position to render a more effective service.

WHAT THE CONFERENCE MEANS

Helen Lortz

This has been an outstandingly successful and interesting seminar. The reports from the various countries represented here; the excellent and instructive talks; and the highly stimulating and constructive discussions have truly thrilled me beyond measure.

First, because I am certain each of you has gained professionally from this friendly and informal exchange of experiences and ideas. Secondly, and equally as important, because some seeds of good will have been planted here. If carefully cultivated in the years ahead these seeds will help to break through the underbrush of mistrust and suspicion that now prevails in many areas of the world.

A major objective of the ICA program is to promote better understanding and a friendlier relationship not only between my country and yours but among all countries taking part in this important effort to improve the economic and social well-being of people everywhere.

As communicators of information about new research findings and better farming practices, you are in an enviable position to make a major contribution to this worthwhile and significant objective. In helping unlock the door of the research laboratory so that the results of the scientists' experiments can be relayed in understandable language to the rural people who want and need this new knowledge, you are performing a great service. Indeed it is a service that can result in only the highest benefits to the people whom you serve, to your country, and to the whole community of nations.

History has proven that economic and social progress in any nation depends in large measure on the sound development and continued improvement of its agriculture. Perhaps some of ideas and suggestions presented at this seminar relate to situations as they exist in the United States. Let me reemphasize what Mr. Kadderly and Mr. Spaven have said on many occasions —that you consider these suggestions only to the extent that they have practical application in your own countries.

I like to think of this seminar as a catalyst in a chain reaction that will contribute to the further development and improvement of effective agricultural extension information services in Central America. If it has served that purpose, then it has indeed been successful.

I would like to take this opportunity to express on behalf of ICA, our sincere appreciation to the Institute at Turrialba --especially to Mr. Coto and his staff, to the ICA-Turrialba contract staff under the leadership of Mr. Kadderly, and to the seminar manager and consultant, Mr. Spaven-- for the excellent planning and advance preparation that made the success of this seminar possible.

You have discussed on several occasions the importance of teamwork and cooperative relations with persons in your own offices, with your administrators, and with the research workers. It seems to me that Mr. Coto, Mr. Kadderly, and Mr. Spaven and the others who did the advance planning of this meeting might have some very good tips for you. Because I am sure that this effort required a maximum of teamwork and cooperation by everyone concerned.

Finally I would like to compliment each and everyone of you on the enthusiasm, the earnestness, and the faithfulness with which you have approached and carried through to conclusions the objectives of this seminar. You have demonstrated an unusual capacity for hard work but you have had a great deal of fun in doing it.

Being here with you these two weeks has been a most satisfying experience for me and you can be sure that when I return to Washington, your countries will be more than bright colored spots on the map in my office. When I look at that map and see these five countries carefully outlined and in different colors, I will be reminded that a group of public servants is earnestly working on the problems of getting much needed information to rural people and are thereby contributing to our mutual goal of an improved standard of living for all people and the building of a peaceful world.

CENTRAL AMERICA ASSOCIATION OF INFORMATION WORKERS

During the Agricultural Information Seminar, the possibility of organizing a Central America Association of Information Workers was discussed. It was considered that agricultural information has reached a certain degree of development in the Central America countries and that it is important that an association be established to stimulate professional improvement. In accordance with the foregoing the participants agreed, on the last day of the Seminar (Feb.8), to organize the association.

Status and Officers

The association charter was approved during the first session of Feb.8. The officers were elected as follows:

President: Rogelio Coto Monge
(Inter-American Institute of Agricultural Sciences)

Vice-President: Manuel Cáceres
(Honduras)

Secretary-Treasurer: Carlos Cordero Jiménez
(Costa Rica)

Alternates: Juan Francisco Rubio
(Guatemala)

José Medina Motta
(Nicaragua)

Ernesto Solís
(Panama)

First resolutions:

It was agreed in this session:

- a) charge an annual due of \$2.00 to each member. This due should be paid during the first quarter of each year.
- b) give each member a certificate and a card as credentials of his membership in the association.
- c) declare the participants in this first session as founding members of the Association.
- d) order supplies for the secretary's office and membership application forms.
- e) Thank Messrs. Carlos Luis Arias and Wallace L. Kadderly for their efforts to stimulate the professional association of agricultural information workers in Latin America.

OPINIONS ON THE AGRICULTURAL INFORMATION SEMINAR

COSTA RICA

- "1) This Seminar has provided us with knowledge, has helped us to reaffirm concepts and know the different points of view through an exchange of ideas.

- "2) We consider the participation of both information and extension workers in this Seminar and excellent idea. This circumstance confirmed the concept that the closer the relation between the information man and the extensionist, the greater the efficiency in the work of both.
- "3) The program for the Seminar was carefully prepared. It included subjects of interest to both information people and extensionists, and it contained a logical arrangement of the subject to be discussed.
- "4) The organizers as well as the speakers conducted the meetings and made their talks in an excellent manner."

GUATEMALA

"We believe that this Seminar is of great importance because we have come to understand how far apart the information people and the extensionists are. This finding has been the result of getting information and extension people together in a seminar. The talks and lectures helped us to solve the problem of poor relations between these two groups, to clear up some doubts, and gave us information to make our work more effective. We thank the organizers for their great effort which will turn into accomplishments of great significance for Central America".

HONDURAS

"The Honduras delegation composed of information and extension workers considers that the Agricultural and Home Economics Extension Information Seminar has been of great importance for the following reasons:

- "1) It has managed to harmonize concepts between agricultural information and extension workers with the purpose of establishing a greater coordination between the two, that will result in a greater benefit for the people we serve.
- "2) We had the opportunity of exchanging ideas with people of great experience and this will undoubtedly be of great help to the development of our work program."

NICARAGUA

"This Seminar has been a magnificent experience that has revealed to us a great horizon of possibilities and at the same time it has given us the opportunity to exchange ideas with other people devoted to agricultural information work and home economics.

"We are of the conviction that, in the light of the conclusions reached in this meeting, we will be able to find adequate solutions to many of our most serious problems; and this will make our work more effective".

PANAMA

"This Seminar has been very successful in making clear, reaffirming and contributing much practical knowledge and theories that the agricultural information worker should possess.

"Such a thing is accomplished in this kind of a meeting through comparison and analysis of the many problems which we meet daily in our information and education work.

"The system of exchange of ideas and experiences in study conferences is not only helpful from the viewpoint of closer international relation, but it also represents a step forward in mutual improvement."

RESOLUTIONS

Agricultural extension information must take to rural people the results of research they can use to improve their standard of living. The ability of the extension and information workers to accomplish this mission has become greater during this seminar which, among other things, has left a desire in its participants for future improvement.

Having resolved:

1. That the program, as planned, was carried out completely,
2. That the talks and lectures of the instructors satisfied the desires and immediate needs of the participants, and
3. That there was active participation in the discussions and an exchange of valuable experiences among the participants,

It is recommended that:

1. Due to the seriousness of the illiteracy problem in most of the countries of Central America, it is necessary to do careful planning of the agricultural information programs, choosing the most adequate means to effect a maximum impact on the rural population. The information worker must keep abreast of the progress of the literacy programs conducted by the Ministries of Education with the aim of making the necessary adaptations to his work.

2. In order that extension information workers can carry their message to all the groups of the communities, it is necessary that they count upon the collaboration and support of the newspapers, press services, agricultural magazines, and radio stations. This is only possible through a mutual understanding in which the information worker should supply good material; and in which he gives recognition to the work done by newspapers, magazine and radio stations editors.

3. The work of the Extension information worker rests fundamentally on public relations. He should always keep this in mind in dealing with sources of information, with those who provide economic and administrative support, and with the public that is going to read or listen to his information. He must, therefore, understand and appreciate the work of research and extension people, administrators and collaborators who make his production possible; and those who help to diffuse his information. He must also let all these people know what he is doing.

4. The campaign is a method of education that should be more widely used in Latin America as an efficient means of solving problems for farmers, homemakers and for young people through the collaboration and participation of all the members and resources of the community.

According to the experience acquired in this seminar, it is considered of importance that every country represented here include or intensify the use of the campaign as an extension education method. It is also important that when a campaign is planned for the first time, unless there is an emergency, it should be carried out in a small scale or locally in order to acquire experience that will serve in conducting the following campaigns, either locally or nationally.

5. The ratio between information and extension workers participating in this seminar is one of the main reasons for the great success and the many benefits that we have derived from this meeting. This has been due to the abundant exchange of ideas and experiences between the groups that work so closely together. Therefore, we believe that the same procedure of organization be followed in future information seminars, and suggest that information workers be included in Extension training courses.

6. Due to importance of seminars like this in the future development of Extension work, it is requested that ICA study the possibilities of holding such seminars annually in rotation so that each country will have the opportunity of being host to such meetings. Every possible effort should be made to have the same people participate in these meetings.

7. A vote of recognition be given to the organizers and leaders of this seminar for the great ability and dynamic concept they have shown in the preparation and carrying out of this meeting.

8. That the participants in this Agricultural Information Seminar consider:

- a) that evaluation work is necessary to determine the effectiveness of the different agricultural extension activities;
- b) that the lack of personnel trained in evaluation of this kind of work makes effective evaluation work impossible in our countries, and as a result there is no reliable information as to the success of the efforts of the Extension Service; and
- c) that the organizers of this Seminar study the possibilities of holding a similar seminar on Evaluation to which information and extension workers from the countries represented here will attend. That any decision in connection with this recommendation be made known to all interested parties.

9. That all those responsible for extension information programs consider the possibility of obtaining collaboration and support from private and public service organizations and from commercial and industrial firms in their information and educational work.

10. That the participants to this Seminar urge Universities, agricultural colleges and schools of their respective countries to promote the establishment of technical writing and extension information programs in their curricula.

WHAT ONE PARTICIPANT LEARNED AT THE AGRICULTURAL AND HOME ECONOMICS EXTENSION INFORMATION SEMINAR

I learned the concept that the information worker must know his public because in this way he can produce materials that are more direct and effective.

It was called to my attention that a means of knowing the public is through the agricultural extension agent.

It became evident to me that a well organized advisory committee will help to direct more efficiently the program of an information service.

I learned that it is very important to help the extension worker in the techniques of production and adequate use of the different communication methods.

I learned that agricultural extension campaigns are more effectively carried out and are more successful when they are planned carefully and I learned how to do this planning.

I was able to confirm and expand the idea that the work of the information man is much more effective and beneficial when it is carried out in cooperation with the other members of the Extension Service staff.

I found out that there are also other information workers who are trying to learn more about their profession and improve their production.

I realized that there are people who are really interested in helping information and extension workers to acquire greater knowledge and to be better professionals; and finally.....

I saw the advantages of the use of visual aids in speaking before a group of people of equal or greater professional experience and knowledge.

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The participants listen attentively to a talk given in the new and modern conference room in the Costa Rica Ministry of Agriculture and Industry.

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