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A STUDY INDICATING THE FUTURE DIRECTION
OF THE COOPERATIVE EXTENSION SERVICE
IN ORDER TO MEET THE PROBLEMS AND NEEDS
OF THE PEOPLE

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY

James R. Hazlitt

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ABSTRACT

A STUDY INDICATING THE FUTURE DIRECTION OF THE COOPERATIVE EXTENSION SERVICE IN ORDER TO MEET THE PROBLEMS AND NEEDS OF THE PEOPLE

by James R. Hazlitt

Extension work grew out of a situation. It has come to be a system of service and education designed to meet the needs of people. Recognizing that the speed of change has become an established pattern in our present society, it is increasingly important that the Cooperative Extension Service continually evaluate its program offerings to meet the changing needs of the people.

The purpose of this study was to seek information which would be helpful in guiding Extension programs and policies for the future. In this pursuit, a review of literature concerning opinions and attitudes of others was made. Also, a study of the concerns and issues as seen by 294 Yuma County, Arizona citizens as well as their attitudes on whether or not the Extension Service should be working on these problems was conducted.

The sample was obtained from a complete up-to-date list of names and addresses of families in Yuma County. Using random sampling methods, every nth address was selected which provided for a uniform distribution of men and women in approximately equal numbers.

Over 90 percent of the concerns mentioned by Yuma County citizens were in the general area of community needs

or public affairs. Sixty-three percent of these concerns were in the categories of schools, employment and industry, community physical upkeep, recreation and water. The study showed that such concerns applied to both urban and rural people.

When asked if they would approve or disapprove of County Agents working on such concerns, nine in ten of those having definite opinions approved. Of the total group interviewed, 68 percent approved of Extension Agents working on their problems and concerns, less than nine percent disapproved and about 22 percent did not express themselves one way or another.

Over four-fifths of the interviewees residing in rural areas in relation to less than 65 percent of those residing in urban areas approved of agents working on public affairs educational programs. Also, three-fourths of those who had had Extension contacts felt that agents should work on public affairs problems as contrasted to 40 percent of those who had had no contacts with Extension.

Extension accomplishments in 1959 indicated that 67 percent of agricultural agent's time was devoted to agricultural or related projects in comparison to less than six percent of their time being devoted to community improvement and public affairs.

The implications of this study are that the people are desirous of Cooperative Extension's help in meeting their problems and needs which normally have been beyond Extension's

James R. Hazlitt

scope of offering; and that if Extension is to meet these needs, it must broaden the scope of its program offerings.

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To the staff members of the University of Arizona Cooperative Extension Service who served as interviewers in the collection of this data;

To the subjects interviewed, citizens of Yuma County.

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	11
LIST OF TABLES	iv
CHAPTER	
I. INTRODUCTION	1
A. The Changing Scene	2
B. The Formation of Cooperative Extension and Its Role to Date	7
C. Purpose of This Study and Hypotheses	10
II. REVIEW OF LITERATURE	14
A. Opinions of Others	14
B. Other Studies	22
III. PROCEDURE	26
A. Design of Study	27
B. Definitions	31
IV. FINDINGS	32
A. Characteristics of Yuma County Population	32
B. Concerns of Yuma County Respondents	36
C. Issues Concerning Yuma County Citizens	48
D. Yuma County Citizens' Participation in Solution of Problem Areas	56
E. Knowledge of and Participation of Yuma County People in Extension Activities	58
F. Attitudes About Agents Working in Problem Areas	64
V. CONCLUSIONS	67
A. Summary of Findings	67
B. Implications and Recommendations	73
C. Recommendations for Further Study	77
BIBLIOGRAPHY	78
APPENDIX	83

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LIST OF TABLES

TABLE	PAGE
I. Estimated Changes from the Present Time to 1980 and 2000	5
II. The Three Levels of Extension's Future Potential	16
III. Interviews Completed and Attritions of Yuma County Sample - February, 1960	29
IV. Place of Residence of Yuma County People - 1960	33
V. Occupation of Yuma County Respondents - 1960 . .	34
VI. Concerns of Yuma County Respondents - 1960 . . .	37
VII. Concerns of Corry Community, Pennsylvania, Respondents	38
VIII. Rank-Order Correlation Between Yuma County, Arizona, Respondents and Corry Community, Pennsylvania, Respondents - 1960	39
IX. Issues Concerning Yuma County Citizens - 1960 .	49
X. Participation of Yuma County People in Solution of Problem Areas	56
XI. Contacts with Extension Activities by Yuma County People During 1969	61
XII. Attitudes of Respondents about Agents Working in Community Problem Areas and Public Affairs Education	64

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CHAPTER I

INTRODUCTION

The history of education in America can be traced in the story of its changing social circumstances. The forms which education takes, the kinds of education and their contents which are offered, and the parts of the population to which educational opportunities are offered are determined by the needs which changes generate.¹

There appears to be little, if any, disagreement by all types of educators to this statement. Whether they be educators in the fields of youth or adult, formal or informal, most will agree that problems and needs of people are the basis for education.

Acceptance of this philosophy implies that those who are involved as educators must develop educational programs to fit the problems and needs of the people. It is reasoning such as this which lends direction to the scope and purpose of this study.

More specifically this study is concerned with the extent to which educational programs of the Cooperative Extension Service are based upon the problems and needs of the people--compared to the extent that they merely follow what they have been in the past--or are based on tradition.

¹Wilbur C. Hallenbeck, "The Function and Place of Adult Education in American Society," Handbook of Adult Education in the United States, ed., Malcolm S. Knowles, (Chicago: Adult Education Association, 1960) p. 29.

A. THE CHANGING SCENE

One of the few certainties in this world is change. It goes without saying that if educators are to keep abreast of these changes, not to mention help direct them, educators must be aware of them.²

Since the inception of the Cooperative Extension Service in 1914, the world, the nation, and lesser communities have been propelled through a period of vehement change.

Man has made astounding strides in scientific research, invention, and technology. Outer space craft, guided missiles, supersonic aircraft, hydrogen bombs, miracle drugs are but a few of the many objects new to people of the world in the last decade or two.

During the last ten years the population of the United States has increased about 20 percent. The mobility of our people has been more pronounced than ever before.

People are moving from east to west, from north to south and vice versa. Perhaps more important, as far as Extension's potential is concerned, is the vast movement of farm people to the city and the movement of city people to suburban and rural areas. Between 1950 and 1955 the population of urban fringes increased by 9.6 million people, or 28 percent.

²Harold F. Kaufman, et al, "Concerns of Adult Education in Mississippi," Adult Education, (Adult Education Association of the U. S. A., Chicago, Autumn, 1957), Vol. VIII No. 1, p. 20.

[illegible]

Rural farm population outside metropolitan areas declined by 2.5 million, while non-farm rural population outside metropolitan areas increased by 3 million, or 11 percent, and the population of central cities increased by 2 million, or 4 percent.³

In 1930, 24.6 percent of the United States population was rural farm as compared to 11.8 percent in 1958.⁴ In 1954 the Agricultural Census showed a total of 3,327,617 farms.⁵ However, over 1,900,000 farms had incomes under \$2,500 or were part-time farms. The balance, which produces the majority of our food and fiber, make up about 4 percent of the nation's families.

This vast movement of population, largely towards the metropolitan areas, has created many problems--social, political, transportation, education, health, housing, industry and commerce, to name a few, for practically all communities.

A publication by the United States Department of Agriculture on selected references of urbanization and changing land uses from 1950-58 lists 1,319 such studies and

³H. G. Frunsman and H. S. Shyrock, "Population Migration--Who's Moving Where?" Appraisal Journal, XXV (January 1957), pp. 74-80.

⁴Donald I. Bogue, The Population of the United States, (The Free Press of Glencoe, Illinois, 1959) p. 23.

⁵United States Bureau of the Census, County and City Data Book: 1958, (Washington: United States Government Printing Office, 1957) p. 8.

papers.⁶ These include subjects on: regional studies, land use and land use surveys, industrial location, population, urban and metropolitan areas, rural areas, community studies, government, taxation and services, annexation, rural areas, community studies, government, taxation and services, annexation, rural-urban fringes, sociological and cultural aspects, rural land encroachment, recreation, transportation, employment and others.

⁶United States Department of Agriculture, Urbanization and Changing Land Uses: A Bibliography of Selected References 1950-1958, Miscellaneous Publication No. 825 (Washington: U. S. Government Printing Office, 1960).

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and data. This can involve research, consultation with experts, or collecting data from various sources.

3. The third step is to analyze the information and data collected. This involves identifying patterns, trends, and relationships that can help in understanding the problem.

4. The fourth step is to develop a solution or answer. This involves applying the analysis to the problem and proposing a course of action or a final answer.

5. The fifth step is to evaluate the solution or answer. This involves checking the solution against the original problem and requirements to ensure it is valid and effective.

A look at the future as foreseen by Joseph L. Fisher, President, Resources for the Future, Inc., shows a few items as follows:

TABLE I
ESTIMATED CHANGES FROM THE PRESENT TIME TO 1980 AND 2000⁷

	Now	1980	2000
Population (millions)	180	245	330
Labor force (millions)	73	102	140
Household (millions)	52	73	100
GNP (billions)	510	1,060	2,200
GNP per worker	7,000	10,000	15,000
Government expenditures (\$ billion)	100	230	500
Meat consumed (billion pounds)	29	46	65
Cotton produced (billion pounds)	7	10.5	16
Autos produced (millions)	7	13	27
New dwelling units (millions)	1.5	2.6	4.2
Fertilizer produced (million tons)	8	20	42
Cropland (million acres)	460	460	460
Water withdrawals (billion gallons per day)	250	340	480

While Mr. Fisher acknowledges these are only tentative estimates and a portrayal of the distant future is risky, the figures give one the magnitude of change.

By his estimates, the nation will be able to produce food and fiber for the increased population with the same number of acres of cropland in use at the present time. This is judged to be possible because of the continued technological advance in the field of agricultural production.

⁷ Joseph L. Fisher, "Cities and Resources For the Future." Paper read before the 66th National Conference on Government, Phoenix, Arizona, November 14, 1960.

1. The first part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

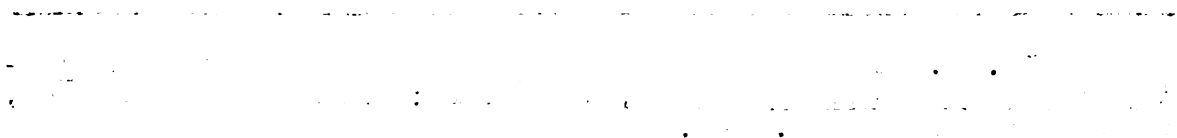
2. The second part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

3. The third part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

It appears inevitable that the problems produced in our changing society in the last 15 years or so will be magnified in the future.

It also appears inevitable that such problems of the community and society will become more complex as the population continues to grow. While it is impossible to halt change and may be impossible to avoid problems created by change, it is possible for most individuals to learn more about, and to better understand some of the alternatives which must be considered in making basic decisions in regard to problems created by change.⁸ This, too, might offer Extension a potential for educational assistance.

⁸A. A. Liveright, Strategies of Leadership in Conducting Adult Education Programs, (New York: Harper and Brothers, Publishers, 1959) pp. 3-8.



B. THE FORMATION OF COOPERATIVE EXTENSION

AND ITS ROLE TO DATE

Extension work grew out of a situation. It has come to be a system of service and education designed to meet the needs of people. What was the situation which gave rise to this unique American development? It was a period of pioneering and change in agriculture and homemaking.⁹

Long before the passage of the Morrill Act and the Smith-Lever Act, societies and institutes, were organized for the purpose of acquainting people with what was being done to improve agriculture and to disseminate agricultural information. The majority of the U. S. population in the nineteenth century was engaged in agriculture and agricultural information during this period definitely was a need.

In 1862, when the Civil War emphasized the need for greater efficiency in agricultural production, the Land Grant College Act introduced by Morrill was signed into law. This act created an opportunity for each state to set up an educational institution where the leading object was the teaching of branches of learning related to agriculture and mechanic arts. Also in 1862, Congress created the United States Department of Agriculture, whose function was to gain useful information about agricultural subjects and relay this knowledge throughout the land.

⁹L. D. Kelsey and C. C. Hearne, Cooperative Extension Work, (Ithaca, New York: Comstock Publishing Company, 1949)
p. 3

In 1890 the Second Morrill Act was passed (which increased the funds to Land Grant Colleges) and in 1914 the Smith-Lever Act provided for financial help for Extension work. This act designated Extension's major function as "... to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage application of the same ..."

A brief analysis of the Cooperative Extension era from 1914 to 1945 has been described by Brunner and Yang as four phases: (1) World War I; (2) industrial prosperity and agrarian discontent and depression, the 1920's; (3) the "Great Depression" or dismal thirties; and (4) World War II.¹⁰

During the first period the most important problem was that of food production. All other lines of endeavor were secondary to this. Many war effort projects were also undertaken and Extension's prestige was greatly enhanced by the manner in which the employees performed their functions.

The second period was the agricultural depression of the twenties. During the war when high prices prevailed many farmers went deeply in debt for equipment and land. Many farmers faced bankruptcy and foreclosure. Government

¹⁰Edmond de S. Brunner and E. Hsin Poo Yang, Rural America and the Extension Service, (New York: Bureau of Publications, Teachers College, Columbia University, 1949) pp. 73-90.

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agencies used Extension agents to carry out recommendations. Emphasis was placed on efficient production rather than on production alone. The demonstration method was revived, more attention was placed on community programs and the development of local leaders.

During the thirties, Extension in addition to working on efficiency of agricultural production, worked as organizers and with organizations. It conducted educational phases of the AAA and helped organize soil conservation associations and districts. It also worked closely with Rural Rehabilitation program and had discussion groups in public affairs.

Extension during World War II reverted to its similar role of World War I, except with greater emphasis, and continued its role with organizations. Over the same period of time Paul Miller states that in his contention "Extension work emerged through two dominant chapters; the first was the chapter of itinerant agricultural philosophy and demonstration. The second found its focus in the thirties as the chapter of organizational custodianship. The current debate is shaping what the third chapter will become."¹¹

¹¹Paul A. Miller, "Adjustments Needed in Extension Thinking," Journal of Farm Economics, Proceedings No. Vol. XLI, No. 5, (December, 1959) pp. 1435-1445.

• The first step in the process of creating a new product is to identify a market need. This is often done through market research, which involves gathering information about potential customers and their needs. Once a market need has been identified, the next step is to develop a concept for a product that meets that need. This is often done through brainstorming and prototyping.

• The third step in the process is to develop a business plan. This involves determining the costs of production, the pricing strategy, and the marketing strategy. Once a business plan has been developed, the next step is to secure funding. This can be done through a variety of methods, including bank loans, venture capital, and crowdfunding.

• The final step in the process is to launch the product. This involves manufacturing the product, distributing it, and promoting it. Once the product has been launched, the company must continue to monitor the market and make adjustments as needed.

• The process of creating a new product is a complex one, but it is essential for any company that wants to succeed in the marketplace. By following these steps, companies can increase their chances of creating a successful product.

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C. PURPOSE OF THIS STUDY AND HYPOTHESES

The purpose of this study is to indicate the future direction of the Cooperative Extension Service if it is to be of educational service in helping the people help themselves in adjusting to change, in meeting their needs and in solving their problems. Two major areas of study will be pursued. These being: A review of literature regarding the opinions of leaders in the fields of Extension and Adult Education concerning the potential of educational programs in a community; the findings of a survey concerning the problems and issues of citizens of Yuma County, Arizona, and their opinions concerning Extension agents working with people on these problems and issues.

Hypothesis I. It will be necessary for the Cooperative Extension Service to broaden the scope of its program offerings from the traditional offerings of the past if the Extension Service is going to help people help themselves in adjusting to change, in meeting their needs and in solving their problems.

To more fully explain this concept of traditional offerings and to build the rationale for this hypothesis, the following data from Extension activities and accomplishments for the year of 1959 were given.¹²

¹²U.S.D.A. Extension Service, Extension Activities and Accomplishments 1959, Circular No. 531, (Washington: U.S. Government Printing Office, July 1960) p. 14.

The statistics in this report showed that 67 percent of the agricultural agents' time was devoted to agricultural or related projects which include: crops, livestock, marketing, soil and water conservation, forestry, wildlife, farm management and farm buildings, and mechanical equipment. Less than six percent of their time was devoted to projects concerned with community improvement and public affairs. The percentage distribution of time of all Extension agents, which included those doing primarily agricultural, home demonstration and 4-H club work, was as follows: Slightly over 27 percent of their time was devoted to Extension organization and planning and in-service training. Slightly over 36 percent of their time was devoted to agricultural projects. Almost 21 percent of their time was devoted to home economics subjects. Less than nine percent of their time was devoted to the combined areas of public affairs, community development, health and safety.

It may be questioned by some whether or not the data presented in this publication actually reflects what the county agents are doing, particularly in the fields of community improvement and public affairs. This is because this data is obtained from Federal Extension report forms which some think may be too rigid. A review of the Extension activities and accomplishments circular listed the following areas which agents reported educational activities in the fields of community development and public affairs:

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95. J. J. Condon, *Phys. Rev.* **92**, 1094 (1953).
96. J. J. Condon, *Phys. Rev.* **92**, 1105 (1953).
97. J. J. Condon, *Phys. Rev.* **92**, 1116 (1953).
98. J. J. Condon, *Phys. Rev.* **92**, 1127 (1953).
99. J. J. Condon, *Phys. Rev.* **92**, 1138 (1953).
100. J. J. Condon, *Phys. Rev.* **92**, 1149 (1953).

citizenship activities; developing and improving county or community organizations; general community studies and surveys; improving health facilities, services and program; improving schools and churches; bettering rural-urban relations; projects on libraries, roads, telephones, and community centers; regional or area development programs or projects; national programs and proposals affecting agriculture and rural life; world affairs; and emergency activities. It would appear that there is ample opportunity for reporting such activities accomplished in these areas.

Further indications that many Extension programs are not fully geared towards community problems and public affairs issues ensue from a review of states having specialists in these fields. Minnesota has a specialist in Public Affairs. Alabama, Georgia, and Tennessee all have specialists for Community Activities; Illinois has one in Community Betterment; Washington one in Community Organization; Michigan one in Resource Development and Wisconsin one in Land Use Planning.¹³ Specialists in these fields number sixteen out of a total specialist force in the United States of 2,496¹⁴ or about seven-tenths of one percent of the total States' Extension specialists force. However, in addition to the above states, Kansas, Missouri and Utah have Depart-

¹³County Agents Directory, (Chicago: C. L. Mast, Jr. and Associates, 1960).

¹⁴U. S. D. A. Federal Extension Service, MO 246, (September, 1959).

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ments of Continuing or Adult Education in conjunction with their Extension Services. It is also known that Iowa, Colorado, Oregon and Montana have public affairs type programs and undoubtedly specialists in areas of sociology or economics guide their activities. Also, there are probably other states which have similar specialist responsibility.

Hypothesis II. The problems and needs of the people are varied and extend to a much greater extent beyond the areas in which Cooperative Extension has traditionally been working.

Hypothesis III. The people of a community are desirous of the help Cooperative Extension could give in helping them to meet their problems and needs.

The three hypotheses, in essence, are: The people are desirous of Cooperative Extension's help in meeting their problems and needs which normally have been beyond Extension's scope of offering; and that if Extension is to meet these needs, it must broaden the scope of its program offerings.

CHAPTER II

REVIEW OF LITERATURE

In chapter one a certain amount of literature was cited in support of the general area of the study as well as to build the rationale for the hypotheses. In this chapter, the literature will fall into two categories. First are the articles and opinions of various people concerning the role of the Extension Service and adult education. These have been responsible for the direction of this study and for the areas of thought conveyed to this writer in the general subject of the future Extension Service. The other area of literature reviewed concerns other studies dealing with peoples' attitudes on community problems and their conception of Extension's role in the community.

A. OPINIONS OF OTHERS

The opinion of others in regard to the future of the Cooperative Extension Service might be described in three categories, recognizing some overlapping of each. These are: (1) Continuing as at present with more emphasis on specialty action and technical proficiency; (2) Continuing much as at present but broadening the scope of responsibilities; (3) Complete change of present policies in regard to being mainly agricultural service workers to one of liberal adult educa-

tion. These categories correlate somewhat with those presented by Warren Rovetch in the following table. (See page 16)

It would appear, from a limited number of personal contacts the author has had with other agents and specialists, that a considerable number would agree that Extension personnel should continue much as they have in the past, but with increased emphasis on technical efficiency. John Carew states:

The Extension Service is in danger of becoming client-oriented instead of subject matter-oriented ... There is a tendency to confuse the professional responsibilities of Extension workers with their civic responsibilities. A new hospital or an improved Boy Scout Camp may be monuments to the civic mindedness of the County Agricultural Agent. But they may also symbolize his neglect of technical agricultural problems within his community.²

Somewhat along the same vein of thinking is the following statement by the Dean of Agriculture at the University of California:

In the past Extension has served primarily as an agency of technological service. Historically there are several reasons for this. Primarily, however, it has been because (1) farmers in general have not had extensive formal technical training, and (2) technological service was consistent with the efforts of the teaching and research divisions of the Land Grant College system.

Now, however, times are changing rapidly. Each year sees a higher and higher percentage of farm operators who are graduates of land grant institutions and who are becoming Extension's foremost clients. The type of information they seek differs considerably from the more general information their fathers sought. Today's

²John Carew, "The Role of the Extension Specialist in Agriculture," Farm Policy Forum, Vol. XI, No. 4, (1958-59), pp. 31-32.

TABLE II

THE THREE LEVELS OF EXTENSION'S FUTURE POTENTIAL

SUBJECT MATTER	METHOD	RELATION TO OTHER AGENCIES*	RELATION TO COOPERATIVE EXTENSION TRADITION
1. Agriculture	Technological services designed for individual farm units, with increasing emphasis on management rather than "demonstration" communication	Virtually independent	Minor adaptations called for within tradition
2. Broad Social-economic Adjustment	Education and services to assist the political process and management of change in society as distinct from change of practice in the individual farm unit	Coordinate resources and administer in close cooperation with other agencies on equal basis	Sharp departure in several respects from tradition
3. Adult Education	Increasing emphasis on education and teaching methods appropriate to content at a college level	Administrative subsidiary of substantive agencies	Total departure from tradition

*Includes all divisions and department of the land grant institutions, other state institutions of higher education, and all other appropriate agencies and institutions.

Warren Rovetch, "Cooperative Extension and the Land-Grant System in University Adult Education," University Adult Education A Guide to Policy, Renee Peterson and William Peterson, (New York: Harper and Brothers, Publishers, 1960) p. 226.

farmers are seeking problem solving assistance. They already have general information or can get it from farm magazines and technical publications.

Extension must, therefore, prepare itself to meet the increasing specialization in order to deal with the complex problems which lie ahead.³

In respect to the above opinions, it may be well to pose the question of the needed technical proficiency of a County Agent, realizing situations vary with communities. In some areas the emergence of large "corporation" type farm units is becoming increasingly prevalent. Under this type of farming each enterprise is a specialty and a specialist in each enterprise is in charge. Ordinarily these foremen have at least a bachelors degree and many have advanced degrees, including Ph.D.'s. Can a County Agent be any value to these types of people unless he too becomes a specialist in a narrow field?

Another alternative is that of continuing the Extension program much as it is at present, but broadening the scope of responsibility. J. L. Matthews in describing the Scope Report stated:

The principle of first responsibility to farm families is recognized in the report, but attention is called to the broader audience being served that includes these general groups: Farm families; non-farm rural residents; urban residents; farm, commodity and related organizations; individuals, firms, and organizations which provide farm people with essential services

³Daniel D. Aldrich, Jr., "Implications of Agricultural Adjustment for Land Grant Colleges." Paper read at the Southwest Agricultural Adjustment Conference, Tucson, Arizona, October 12, 1960.

and supplies such as credit, fertilizer, feed and many others.⁴

Mr. Matthews also stated:

... the Cooperative Extension Services, as a national educational system, must reappraise its programs and move into some of the program areas that generally have had less attention than the traditional subject matter programs.⁵

Former president of the American Farm Bureau, Allan Kline said:

Extension people will need as much or more competence in the technical fields and in addition will need to increase competence in liberal education.⁶

He also stated: "If you are competent only in a technical field, you make a good living, but a poor citizen."⁷

For the past several years all types of agricultural and educational leaders have expressed the need for change in the Extension Service or at least to have Extension take a good look at itself. Perhaps a statement that typifies this point is the following from Michigan State University President, John Hannah.

Traditionally the agricultural colleges and the Cooperative Extension Service have been well thought of

⁴ J. L. Matthews, "The Cooperative Extension Service," Handbook of Adult Education in the United States, ed. Malcolm S. Knowles, Op. Cit., pp. 223-224.

⁵ J. L. Matthews, Address to the Arizona Extension personnel at the Program Development Conference, University of Arizona, Tucson, Arizona, October 3, 1959. Permission to quote secured.

⁶ Allan B. Kline, Address to the FAE-CES Program Consultants, Michigan State University, East Lansing, July 13, 1959. Permission to quote secured.

⁷ Ibid.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track and document every aspect of their operations, from procurement to sales.

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for flexible and scalable solutions that can adapt to evolving requirements. The author argues that investing in modern data infrastructure is crucial for ensuring that organizations can effectively analyze and utilize their data for strategic decision-making.

3. The third part of the document focuses on the role of technology in enhancing operational efficiency. It explores various digital tools and platforms that can streamline processes, reduce errors, and improve overall productivity. The text encourages organizations to embrace innovation and continuously evaluate their technology stack to stay competitive in the market.

4. The fourth part of the document discusses the importance of collaboration and communication in achieving organizational goals. It stresses that effective teamwork and clear communication channels are vital for coordinating efforts and ensuring that everyone is aligned with the organization's vision and mission. The author suggests implementing regular meetings and open communication policies to foster a collaborative work environment.

5. The fifth part of the document addresses the issue of risk management and compliance. It outlines the need for a comprehensive risk assessment framework that identifies potential threats and implements measures to mitigate them. The text also emphasizes the importance of staying up-to-date with regulatory requirements to avoid legal penalties and maintain the organization's reputation.

6. The sixth part of the document discusses the importance of employee development and training. It argues that investing in the growth of the workforce is essential for long-term success. The author suggests providing opportunities for professional development, such as workshops, seminars, and on-the-job training, to equip employees with the skills and knowledge needed to excel in their roles.

7. The seventh part of the document focuses on the importance of customer satisfaction and loyalty. It highlights that providing exceptional customer service is a key differentiator for businesses. The text suggests implementing feedback loops to gather customer insights and use them to improve products and services. Additionally, it recommends creating loyalty programs to reward and retain valuable customers.

8. The eighth part of the document discusses the importance of financial management and budgeting. It emphasizes that sound financial practices are essential for the sustainability of any organization. The author suggests conducting regular financial reviews, setting realistic budgets, and monitoring expenses to ensure that the organization remains financially healthy and able to meet its obligations.

9. The ninth part of the document addresses the importance of environmental, social, and governance (ESG) factors. It argues that these factors are increasingly becoming a focus for investors and stakeholders. The text suggests that organizations should proactively address ESG issues, such as environmental sustainability, social responsibility, and ethical governance, to enhance their overall value and reputation.

10. The tenth part of the document concludes by summarizing the key points discussed and reiterating the importance of a holistic approach to organizational management. It encourages organizations to continuously evaluate and improve their processes, embrace change, and strive for excellence in all aspects of their operations.

by farm people. Agricultural colleges have been told over and over again of the great contribution that they have made to the increased efficiency of agriculture and that this has played a significant role in making possible the development of our nation.

The increasing efficiency of agriculture in the past 100 years that has shifted from a situation where approximately 85 percent of all productive workers were engaged in agriculture to the present situation where approximately 12 percent are engaged in agriculture has released the energies of approximately three quarters of all of our people to make possible the building of the communication systems, the industries, the television sets, the dish washers, and all of the other components of our higher standard of living.

It has been good to be given credit for the valuable role contributed by our agricultural colleges.

But in another sense it has been a bad influence because it has encouraged a situation where the people in our colleges of agriculture have been inclined to accept the plaudits and have been less vigorous than they might have been in seeking new ways to serve agriculture and to serve this increasing number of people formerly engaged in agriculture pursuits who are now working elsewhere.

It is my feeling that those of us who are a part of the Cooperative Extension Service and staff members of Colleges of Agriculture had better take a hard look at the appropriate role for Colleges of Agriculture and for Cooperative Extension Services, and this is particularly true in areas of the country where the people in agriculture are in the minority.

We have a continuing obligation to render effective service to agriculture, but we also have an obligation to serve all of the people who need service and who want it.⁸

While change has been indicated in the previous statements, there has been little ultraism noted except perhaps by those who advocate no change at all.

⁸Correspondence from John A. Hannah, President, Michigan State University, East Lansing, Michigan, August 29, 1960

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To move into the third alternative where considerable change to present policies is deemed advisable is to move into the field of liberal adult education.

Robert Blakely has stated, "Whatever interests free citizens in a free society is subject matter for adult education."⁹

Another thought by Wilbur Hallenbeck is:

The job of adult education is to help people to understand the basis of order and security in a world of rapid change and to build their goals realistically in fitting terms; and to help people understand their problems and to reach their goals under current circumstances.¹⁰

This statement relates very closely to the problem solving process type of education which Extension workers have advocated over the years in their particular program.

Another way of expressing the definition of adult education is in the form of community development as a means of educating the people in a community. Howard McClusky remarks:

... community development is essentially a direct method of teaching. Instead of standing on the sidelines and assuming that instruction done out of context will somehow automatically lead to a productive attack on local problems; community development helps the learner make the connection between his learning and its application directly and without the interference of intervening factors. It may deal with concrete data or concepts and at times be highly intellectual, but in any

⁹Robert J. Blakely, "What Is Adult Education," Handbook of Adult Education in the United States, ed., Malcolm S. Knowles, (Chicago: Adult Education Association, 1960) p. 4

¹⁰Hallenbeck, Op. Cit., p. 31.

case, relevance is the chief characteristic of its approval.¹¹

From reviewing the statements of these people on liberal adult education, it appears they fairly well follow an area outlined in the Scope Report as to one of Extension's problem areas--community improvement. Director Hutchison of Texas wrote:

Extension's principal objective in community improvement work is development of the ability of the people through their own initiative to identify and solve problems affecting their welfare. Community improvement programs offer the means for tying together, at the point of execution, the contributive portions of the other eight areas of Extension program emphasis outlined in the Scope Report.¹²

These are a few of the opinions of various leaders throughout the country concerning the role of Extension and Adult Education. Others reviewed, but which somewhat paralleled those mentioned, are included in publications of the "Center for the Study of Liberal Education for Adults," "Farm Policy Forum," "Center for Agricultural and Economic Adjustment," "Farm Foundation," "1960 White House Conference on Children and Youth" and "National Agricultural Center for Advanced Study."¹³

¹¹Howard Y. McClusky, "Community Development," Handbook of Adult Education in the United States, ed., Malcolm S. Knowles, (Chicago: Adult Education Association, 1960) pp. 419-420.

¹²John E. Hutchison, "A Responsibility and a Challenge," Extension Service Review, Vol. XXX, No. 10, (October, 1959) p. 203.

¹³See Bibliography.

B. OTHER STUDIES

A review of literature on surveys or studies conducted by the Cooperative Extension Services during the past fifteen years reveals very little concerning the people's opinion on their problems and needs and whether or not they think county agents should help in working on problems and needs which range beyond Extension's present scope. The Director of the Division of Research and Training in the Federal Extension Service, J. L. Matthews, informed the author that the Yuma Study,¹⁴ was the first of its kind conducted in Cooperation with the Federal Extension Service in regard to an actual survey of the people's opinion on concerns, Public Affairs Education, Leadership Development and their approval or disapproval of agents working in these areas.

At the time of this writing, a similar study was being conducted in Pennsylvania.¹⁵ Portions of this study have been completed and will be reported along with portions of the Yuma study later in the text.

¹⁴James R. Hazlitt, Edgar J. Boone, J. L. Matthews, "A Study of Public Affairs Education and Leadership Development, Yuma County, Arizona, 1960," (The University of Arizona Cooperative Extension Service, 1960).

¹⁵Erie County Agricultural Extension Association and Department of Agricultural Economics and Rural Sociology, Corry Community As Seen by Its People, Extension Studies No. 6, (University Park, Pennsylvania, September 1930).

Several of the other studies had to do with clientele with whom Extension should be working. In Wisconsin, Biever found that over two-thirds of the agricultural committee members indicated that home agents and 4-H club agents could include urban people in regular group programs, while agricultural agents could provide individual assistance upon request in working with urban people.¹⁶

In Michigan, Cornett conducted a study in regard to public concepts related to the role of the Cooperative Extension Service. In answer to a question posed as follows he received the following responses:

Urban people seem to use an increasing amount of Extension Agent work time. Normally this will mean less time for farm areas. Due to the urban load, do you favor less rural service or adding another Extension Agent?

He received replies from 269 out of 305 people and which included 63 full time farmers, 40 part time farmers, 96 Rotarians, 65 Kiwanians and 41 business and professional women. Twenty-five percent of those responding were in favor of adding another agent; twenty-two percent were in favor of doing less urban work; five percent were in favor of doing less rural work; and thirty-five percent did not know.¹⁷

¹⁶L. J. Biever, "Roles of County Extension Agents as Perceived by County Agricultural Committee Members in Wisconsin." (Unpublished Ph.D. thesis, Madison: University of Wisconsin, 1937).

¹⁷E. M. Cornett, "A Study of Public Concepts Related to the Role of Cooperative Extension Service" (Unpublished M.S. thesis, Michigan State University, 1938) pp. 49-50.

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In regard to program areas in the Extension Service, Wilkening reports that a majority of 112 agricultural committee members in Wisconsin saw Extension workers as serving the people in the county. Very few of them voluntarily indicated that a major objective of Extension work was accomplishing sectional, state or national objectives. The committee members tended to reinforce the local orientation of Extension work. Very few of them rated problems of public policy, consumer education and marketing as areas needing high emphasis. Wilkening also reported that the survey suggested the local people still regard involvement in community affairs as an important function although the agents do not.¹⁸

In Cornett's study farmers and urban people were asked:

Should Extension agents increase their educational efforts on public programs such as zoning, taxation, community development, health, etc.?

Of those responding 47 percent answered yes, 15 percent said some, 16 percent said no and 22 percent did not know. Fifteen percent of the farmers said no compared to 17 percent of the urban people. There was no difference between the urban and rural groups in approving.¹⁹

In addition to the review of literature concerning surveys or studies conducted by the Cooperative Extension

¹⁸E. A. Wilkening, "Consensus in Role Definition of County Extension Agents Between the Agents and Local Sponsoring Committee Members," Rural Sociology, Vol. XXVIII, No. 2 (June 1958), pp. 183-189.

¹⁹Cornett Op. Cit., p. 51

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text notes that without reliable records, it is difficult to track progress, identify issues, and make informed decisions.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather qualitative information, as well as the application of statistical software for quantitative analysis. The importance of ensuring the validity and reliability of the data is stressed throughout this section.

3. The third part of the document describes the process of interpreting the results of the data analysis. It highlights the need to consider the context of the data and to be cautious about drawing conclusions based solely on the numbers. The text suggests that a combination of qualitative and quantitative insights provides a more comprehensive understanding of the phenomena being studied.

4. The fourth part of the document discusses the challenges and limitations of the research process. It acknowledges that there are always potential biases and errors in data collection and analysis. However, it also points out that by following established research protocols and being transparent about the limitations, the results can still be valuable and informative.

5. The fifth part of the document provides a summary of the key findings and conclusions. It reiterates the importance of thorough research and the value of the insights gained from the study. The text concludes by expressing hope that the findings will be useful to the intended audience and that they will contribute to the broader understanding of the topic.

Services, a review of educational research over the last ten years published by the "American Educational Research Association" -- a department of the National Education Association of the U. S. -- was made. Nothing germane to this thesis was found in this review.

CHAPTER III

PROCEDURE

Yuma County, Arizona, was one of twelve counties in the United States selected to participate in the pilot project in public affairs and leadership development sponsored by the Fund for Adult Education and the Cooperative Extension Service.

The purpose of the project is to encourage and assist the participating state Cooperative Extension Services to establish successful pilot county programs designed:

1. To broaden and strengthen the program offerings, stimulate the interest of the public and obtain citizen participation in public affairs; and
2. To advance education for public responsibilities though involving large numbers of citizens in program development and other appropriate experiences to develop their leadership.

One of the steps undertaken in Yuma County in conjunction with this project was to design and conduct a study to obtain information regarding the present status of the people's knowledge, understanding and attitudes toward certain citizenship activities and public affairs issues; and to obtain information to establish guidelines for County Extension program development regarding the concerns of people and the type of educational programs desired.

For the purpose of this thesis, only those areas germane to the hypotheses will be used.

A. DESIGN OF STUDY

Population¹

According to the latest estimates obtained from the Census Bureau, Yuma County has a population of about 45,000 people. Of these about 27,500 live in the City of Yuma and its adjacent suburbs; 4,500 in towns with less than 2,500 people; and the balance throughout the county. There are about 530 commercial farms in the county.

The population is predominately Anglo-white with about 15 percent Spanish-American. Many of those employed in farming and the farmers themselves live in the City of Yuma and the small towns scattered throughout the county. Also, many people employed in Yuma reside in the country on tracts of land too small to be considered farms.

The major sources of income in the county are military and agriculture with approximately 3,000 military and civilians personnel employed by the military.

The Sample²

A complete up-to-date list of names and addresses of families in Yuma County was compiled. The list was obtained from telephone directories, lists of water users in the

¹Hazlitt, Boone, Matthews, Op. Cit., p. 10.

²Ibid., p. 10.

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irrigation districts and from the Yuma City-County Directory. Possibly the number selected to be interviewed in the City of Yuma was disproportionately high since employed persons were listed in the Yuma City-County Directory and in several instances more than one employed person resided at the same address.

Using random list sampling methods, every nth address was selected. Sample addresses were written on 3 by 5 inch cards. Each card was marked to indicate whether a man or a woman was to be interviewed. The cards were marked alternately so that there would be a uniform distribution of men and women in the sample and approximately equal numbers would be interviewed.

The plan was to have a minimum of 250 completed interviews, half men and half women respondents. Three samples were drawn independently from the total population--300, 100 and 100 addresses--so as to allow for adjusting the sampling plan to the actual degree of sample attrition experienced in the field. The third sample of 100 addresses was subsampled by random method to obtain the 25 addresses shown in Table III.

TABLE III
INTERVIEWS COMPLETED AND ATTRITIONS OF YUMA COUNTY SAMPLE
February, 1960³

	Sample #1	Sample #2	Sample #3
Interviews completed	209.7	68.4	17
Refusals	17	6	0
Vacant houses*	34	12	3
California addresses	13	6	1
No man	1		
No woman	1		
Away from home	5	4	1
Three calls without contact	14	3	
Mexico address	2		1
Deceased	2		
Unable to locate		2	1
Ill	2	3	1
Total attrition	91	36	8
Total in sample	300	104	25
Percent return	69.7	64.4	68

*A large number of military families had moved from the county several months before the survey was conducted.

The Questionnaire⁴

The questionnaire used in the Yuma study contained eight major divisions, namely: Characteristics of the population, concerns of the people, knowledge of and participation in the Extension Service, Farm-City relationships, attitudes toward labor unions, political attitudes, attitudes toward schools, and adult education interests. As mentioned previously, only portions of these results are used in this thesis.

³ Ibid., p. 35.

⁴ Ibid., p. 10.

[illegible][illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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The questionnaire was pre-tested with approximately 25 Yuma County citizens. Based on the responses obtained, several of the questions were revised.

The Field Survey

Eleven of the State Extension Office personnel and four agents from county offices, other than the Yuma office, interviewed full time. In addition, part time interviewing was done by agents from another county office. One of the Yuma County office secretaries, who could converse in Spanish, interviewed several who could not speak English. Editing was handled by the author and Dr. J. L. Matthews of the Federal Extension Service.

The interviewers were given extensive training in interviewing techniques and questionnaire acquaintance. Approximately four and one half days were needed to complete the interviews.

Tabulation and Summary of Findings

Because of the numerous open end questions and responses, considerable effort was expended categorizing these responses. Categorization was accomplished by having each answer to an open end question typed on a 3 by 5 inch card and then categorized according to their similarity.

After the categories were obtained, codes were devised and the information from the questionnaires was transferred to tabulation sheets. The IEM tabulation was conducted by the Numerical Laboratory, University of Arizona, and the Federal Extension Service.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every aspect of their operations, from procurement to sales.

2. In the second section, the author addresses the challenges of data management in a rapidly changing digital landscape. It highlights the need for secure storage and easy access to information, while also warning against the risks of data breaches and loss. The recommendation is to invest in reliable technology and to train staff on best practices for data security.

3. The third part of the document focuses on the role of communication in organizational success. It argues that clear and consistent communication is vital for ensuring that all team members are aligned with the organization's goals and vision. The text encourages the use of multiple channels to reach different audiences and to foster a culture of open dialogue.

4. The fourth section explores the importance of continuous learning and development. It notes that in a competitive market, organizations must constantly update their skills and knowledge to stay relevant. This can be achieved through formal training programs, workshops, and on-the-job learning experiences. The author stresses that learning should be an ongoing process for all employees.

5. The fifth part of the document discusses the significance of customer feedback. It states that understanding customer needs and preferences is crucial for developing products and services that meet the market demand. The text suggests implementing feedback loops through surveys, focus groups, and direct communication with customers to gather valuable insights.

6. The sixth section covers the topic of financial management. It provides guidance on how to effectively manage the organization's budget and resources. Key points include regular financial reviews, cost-cutting measures where necessary, and ensuring that all financial activities are properly documented and audited.

7. The seventh part of the document addresses the issue of legal compliance. It reminds organizations that they must stay up-to-date with the latest regulations and laws that apply to their industry. The text advises consulting with legal counsel to ensure that all operations are conducted within the bounds of the law.

8. The eighth section discusses the importance of maintaining a strong corporate reputation. It explains that a good reputation can be a significant competitive advantage, while a poor one can lead to financial and operational setbacks. The author recommends proactive measures to monitor and manage the organization's public image.

9. The ninth part of the document focuses on the role of leadership. It describes the qualities and skills that effective leaders possess, such as vision, integrity, and the ability to inspire and motivate others. The text encourages aspiring leaders to seek out mentors and to continuously develop their leadership capabilities.

10. The final section of the document provides a summary of the key points discussed throughout the text. It reiterates the importance of a holistic approach to organizational management, where all these factors are considered and integrated into a cohesive strategy for long-term success.

B. DEFINITIONS

For clarity of understanding, and for the purposes of this study, the following definitions are offered:

Occupation Classification: All occupations were classified according to the "Classified Index of Occupation and Industries," U. S. Bureau of the Census.

White Collar: Those employed in the professional, managers and officials, clerical, and sales persons employment categories.

Blue Collar: Those employed in the craftsmen and foremen, operatives, service workers and laborer employment categories.

Farmers and Farm Managers: Those employed as managing, owning or renting farm units.

Non-Employed: Housewives and others not holding positions of employment.

Urban: Those residing within the incorporated city limits of Yuma and its adjacent suburbs.

Rural: Those living in open country and towns or villages under 2,500 population.

Commercial Farms: Farms with a value of sales of farm products amounting to \$1,200 or more.

CHAPTER IV

FINDINGS

The findings of the survey used in this thesis have been broken into six major areas. They are: Characteristics of the population, concerns of respondents, issues concerning Yuma County citizens, Yuma County citizens' participation in solution of problem areas, acquaintance with Extension, and attitudes about agents working in problem areas.

A. CHARACTERISTICS OF YUMA COUNTY POPULATION

The characteristics of Yuma County population as derived from the Survey included place of residence, age of respondents, total net annual income after farm on business expenses, education of the respondents, occupation of the respondents and tenure in Yuma County. Since up-to-date census figures are not yet available for comparative purposes on most of these items, only place of residence and occupation of the respondents will be considerable.

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TABLE IV
PLACE OF RESIDENCE OF YUMA COUNTY PEOPLE - 1960¹

Residence	Percent		
	All Respondents	Males	Females
On a farm (or ranch)	6.5	6.5	6.4
In the country, but not on a farm	3.4	4.6	2.1
In a town or village less than 2,500	9.9	11.7	7.8
In a suburban area of Yuma	8.2	8.5	7.8
In Yuma	<u>72.0</u>	<u>68.7</u>	<u>75.9</u>
Total Number	294	153	141

Eight out of ten respondents lived in the City of Yuma or its suburban areas. Two out of ten respondents lived in rural areas. Approximately 53 percent of the farmers and farm managers interviewed lived off the farm.

The latest census estimates show that approximately 55 percent of the population live in the City of Yuma, 5.5 percent live in a suburban area of Yuma, 10 percent live in a town or village less than 2,500 population.² According to preliminary agriculture census data, 40 percent of those operating farms lived off the farm.³ Those residing on farms would then account for 3.2 percent of the population. The most disparate areas, concerning those interviewed and estimated census figures, are those living in Yuma and those

¹ Ibid., p. 11.

² Data obtained from Walt Wissner, Yuma County Census Leader.

³ United States Department of Commerce, Bureau of Census, 1959 Census of Agriculture - Preliminary, (Washington: Bureau of the Census, 1961).

living in the country, but not on a farm. There are several "squatter" settlements scattered throughout the county whose inhabitants, along with many farm laborers, were not included in any of the sources from which the sample was drawn. It is assumed this is a major reason for this disparity.

TABLE V
OCCUPATION OF YUMA COUNTY RESPONDENTS - 1930⁴

Item	All Respondents	Percent	
		Males	Females
Professional	8.2	9.2	7.1
Farmers and farm managers	5.1	9.8	---
Managers and officials	8.8	13.7	3.5
Clerical	7.5	3.9	11.3
Sales persons	4.1	5.2	28.0
Craftsmen and foremen	7.8	15.0	---
Operatives	10.5	17.7	2.8
Service workers	8.2	9.2	7.1
Laborers	4.8	3.9	5.7
Not employed	31.3	5.9	59.0
Retired	3.7	6.5	.7

Sixty-five percent of all the people interviewed were employed. Thirty-one percent were not employed and nearly four percent were retired. Of the total that were not employed, 90 percent were women.

Slightly over 52 percent of all the employed men were craftsmen, operatives, service workers and laborers. Less than 37 percent of the employed men were white collar workers, including professional people, managers, clerks and salesmen. About ten percent were engaged in farming. Six percent of the men were not employed and slightly more than six percent

⁴Hazlitt, Boone, Matthews, Op. Cit., p. 12.

were retired.

Nearly six out of ten women were not employed. Slightly over 61 percent of the employed women were white collar workers. The remaining 39 percent were employed as operatives, service workers and laborers. Less than one percent of all the women interviewed were retired.

While 1960 census data is lacking in regard to occupations, the 1959 preliminary agriculture census indicates 747 farm operators.⁵ Assuming one operator to a household, then farm operators account for approximately 5.5 percent of the total households. Hence, farm operators would account for approximately the same percentage in regard to occupational categories.

⁵United States Department of Commerce, Bureau of Census, Op. Cit.

• The first part of the paper discusses the importance of the research and the objectives of the study. It also outlines the methodology used in the study and the results of the research.

• The second part of the paper discusses the importance of the research and the objectives of the study. It also outlines the methodology used in the study and the results of the research.

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E. CONCERNS OF YUMA COUNTY RESPONDENTS⁶

The first question the interviewees were asked was: "What would you say are two or three things that people in your vicinity should be concerned about?" This was an open-end question aimed at getting respondents to fully express themselves about this subject without the benefit of suggested topics.

Of the 294 interviewees, 268 or 91 percent listed one or more concerns. A total of 584 concerns were mentioned by the 268 respondents who had concerns. Of these, 370 concerns, or better than 63 percent, were in the categories of schools, employment and industry, community physical upkeep, recreation, and water.

⁶Hazlitt, Boone, Matthews, Op. Cit., pp. 14-16.

TABLE VI
CONCERNS OF YUMA COUNTY RESPONDENTS - 1960

Item (Ranked in order percentage of responses)	% Mentioning Each (268 out of 294)
Schools	40.7
Employment and industry	31.7
Community and physical upkeep	24.6
Recreation	20.9
Water and utilities	20.1
Human relationships	17.2
Community protection	11.2
City government and general politics	9.3
Religion	7.5
Hospital, health and sanitation	6.0
General agriculture	5.6
Public apathy	4.1
Taxes	3.4
City planning and zoning	3.0

Other items receiving less than three percent responses included: Housing, international and national affairs, transportation, high cost of living, Indians and Indian lands, and other miscellaneous items.

It is interesting to note the similarity between community concerns of the people in Yuma County and those of a community in Pennsylvania. In a study of Corry Community, Pennsylvania,⁷ the respondents were asked, "What two or three things in this community are you concerned about?" Their replies were as follows:

⁷Erie County Agricultural Extension Association and Department of Agricultural Economics and Rural Sociology, Op. Cit., p. 2.

TABLE VII

CONCERNS OF CORRY COMMUNITY, PENNSYLVANIA, RESPONDENTS - 1960

Item	% Mentioning Each
Employment, industry, business	35
Schools	16
Roads	13
Churches	13
Taxes	10
Community upkeep	10
No concern at all	12
Recreation	9
Local government	5
Medical health	4
Control of cats and dogs	4
Housing	3
Youth	3

Other items receiving less than three percent included: Human relations, organizations, cost of living, sewage, public transportation, gambling, public utilities, work for handicapped and vandalism.

Items such as schools, employment and industry, community upkeep, recreation, local government, etc. ranked high in both communities. Of the nineteen categories listed in the Yuma survey, only the categories of water, general agriculture, public apathy, city-county planning and zoning, Indians and Indian lands, and international and national affairs were not listed in the Corry survey. Of the twenty-one categories listed in the Corry survey only two, work for handicapped and organizations, were not mentioned in the Yuma study. While categories in the Corry study such as roads and vandalism were not listed in the Yuma study per se, they were mentioned by those interviewed, but categor-

ized under different headings. Also, at the time of this writing, two other communities in Erie County had been surveyed and the responses to this question were quite similar to the one reported.⁸

There were nine areas in both surveys which had nearly identical headings. Following is a rank order correlation between the two surveys and the nine areas.

TABLE VIII

RANK-ORDER CORRELATION BETWEEN YUMA COUNTY, ARIZONA
RESPONDENTS AND CORRY COMMUNITY, PENNSYLVANIA
RESPONDENTS - 1960

Subject	Yuma Survey	Corry Survey	Yuma Rank	Corry Rank	Diff. in Rank	D
Schools	41	16	1	2	1	1
Employment & Industry	32	35	2	1	1	1
Community upkeep	25	10	3	5	2	4
Recreation	21	9	4	6	2	4
Human relationship (youth)	17	3	5	9	4	16
City Government & general politics	9	5	6	7	1	1
Religion	8	13	7	3	4	16
Hospitals, health and sanitation	6	4	8	8	0	0
Taxes	3	10	9	4	5	25
						<u>58</u>

The rank order correlation coefficient for these groups is .617. This tends to show some similarity between the concerns of the two communities especially when considering the concerns came from open-end questions aimed at

⁸Correspondence from John W. Bergstrom, Program Consultant, Erie County Agricultural Association, Erie, Pennsylvania, November 3, 1960.

1. The first part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the economies of the Asian countries. The review shows that the crisis had a significant negative impact on the economies of the Asian countries, particularly in the areas of output, employment, and investment.

2. The second part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial markets of the Asian countries. The review shows that the crisis had a significant negative impact on the financial markets of the Asian countries, particularly in the areas of stock prices, bond prices, and exchange rates.

3. The third part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial systems of the Asian countries. The review shows that the crisis had a significant negative impact on the financial systems of the Asian countries, particularly in the areas of bank deposits, bank loans, and bank capital.

4. The fourth part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial institutions of the Asian countries. The review shows that the crisis had a significant negative impact on the financial institutions of the Asian countries, particularly in the areas of bank deposits, bank loans, and bank capital.

5. The fifth part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial markets of the Asian countries. The review shows that the crisis had a significant negative impact on the financial markets of the Asian countries, particularly in the areas of stock prices, bond prices, and exchange rates.

6. The sixth part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial systems of the Asian countries. The review shows that the crisis had a significant negative impact on the financial systems of the Asian countries, particularly in the areas of bank deposits, bank loans, and bank capital.

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11. The eleventh part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial markets of the Asian countries. The review shows that the crisis had a significant negative impact on the financial markets of the Asian countries, particularly in the areas of stock prices, bond prices, and exchange rates.

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13. The thirteenth part of the paper is a review of the literature on the effects of the 1997 Asian financial crisis on the financial institutions of the Asian countries. The review shows that the crisis had a significant negative impact on the financial institutions of the Asian countries, particularly in the areas of bank deposits, bank loans, and bank capital.

getting respondents to express themselves without benefit of suggested topics.

A few of the major responses from those concerned about schools were: Need for higher educational facilities, curriculum needs, teacher qualifications and financing of education. Men were slightly more concerned about this subject than were the women. According to age groups, schools ranked highest with the 40-49 year old group and lowest with those over the age of 60 with one-half of the former mentioning this item compared to slightly over one-fourth of the latter. Slightly over 40 percent of those in the age groups of 30-39 and 50-59 mentioned schools as a concern. Of those surveyed, 150 had children in school and 117 of those were in the 30-49 year old age group.

As the level of education increased, the more concern there was about schools. Forty-eight percent of those with some college education, compared to 31 percent of those having eight years or less of education, mentioned this subject. The same correlation held true in regard to income levels. Over 52 percent of those with incomes over \$10,000 mentioned this item compared to 27.5 percent of those with incomes under \$2,500.

Rural groups had considerably more responses to schools than did the urban people, as 55 percent in these groups mentioned this item compared 37 percent of the urban people.

Schools were ranked either first or second in per-

centage of responses by the nine occupational groups. Farmers had the most numerous responses, percentagewise, with 69 percent. The balance of the occupational groups were fairly consistent, running from slightly over 33 percent to 45 percent.

Employment and Industry

The need for employment opportunities and industry also ranked high with the respondents. A few of the concerns in this category included: Lack of industry in the Yuma area, unemployment and poor wages, the need to bring more tourist trade to this area, the general economy of the area needed to be improved, etc. Men respondents were more concerned about employment and industry than were the women with 38 percent of the men mentioning this item compared to 25 percent of the women.

Thirty-four percent of the urban respondents compared to 21 percent of the rural respondents mentioned this item. At the time of the survey approximately 500 people were collecting unemployment compensation and a majority of these people resided in the urban area.

Approximately a third of the respondents in the different age groups between 25 and 59 mentioned this item compared to about two out of ten for those over 60 and those 24 years of age and younger. In this aspect, less than 38 percent of those over 60 were employed and might be expected to mention this item less than the other groups.

• The first step in the process of creating a new product is to identify a market need. This can be done through market research, which involves gathering information about the target market and its needs. Once a market need has been identified, the next step is to develop a product concept. This involves creating a detailed description of the product, including its features, benefits, and target market. The product concept is then used to develop a business plan, which outlines the company's strategy for producing and marketing the product. The business plan is then used to secure funding from investors or lenders. Once funding has been secured, the next step is to develop a prototype of the product. This involves creating a small-scale version of the product that can be used to test the market and gather feedback. The prototype is then used to refine the product concept and develop a final product. The final product is then produced and marketed to the target market. The process of creating a new product is a complex one, but it is essential for any company that wants to succeed in the marketplace.

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• The fifth step in the process of creating a new product is to evaluate the success of the product. This involves creating a detailed description of the product, including its features, benefits, and target market. The business plan is then used to secure funding from investors or lenders. Once funding has been secured, the next step is to develop a prototype of the product. This involves creating a small-scale version of the product that can be used to test the market and gather feedback. The prototype is then used to refine the product concept and develop a final product. The final product is then produced and marketed to the target market. The process of creating a new product is a complex one, but it is essential for any company that wants to succeed in the marketplace.

The two income groups mentioning this item the most were those with incomes under \$1,000 and those with incomes over \$10,000 with one-half of the former listing this as a concern.

It was of interest to note the white collar workers mentioned concerns in this area more often than did the blue collar workers with almost 40 percent of the former compared to 23 percent of the latter listing this item.

Community Physical Upkeep

The third item of concern, as mentioned by the total group of respondents, was community physical upkeep. This had to do with the poor conditions of streets and roads, the need for sidewalks and sewers and the general appearance of the community. Thirty percent of the women interviewed indicated a concern about this area compared to 20 percent of the men.

The survey indicated those residing in towns or villages under 2,500 population and those living in the suburban area but not in the City of Yuma were most concerned about this subject. About three out of ten in these groups compared to less than 17 percent of those residing on farms mentioned it. Almost one out of four of those living within the City of Yuma felt this was a concern.

Thirty-one percent of those with less than eight grades of school listed this as being of concern compared to less than 12 percent of those with one or more years of

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college. There was not a single response to this item from the group whose incomes were over \$10,000 while over 35 percent of those with incomes under \$1,000 listed this as a concern. Service workers, managers and officials were most concerned about this item while farmers were the least concerned.

Recreation

Another major concern of Yuma County people was recreation. The responses were about equally divided into three categories: Needed recreational facilities for children, for teenagers, and needed recreation facilities in general. There was a sprinkling of responses concerning inadequate television programs and the need for more cultural opportunities.

Again women were more concerned about this item than were the men with over 26 percent of the former responding compared to less than 16 percent of the latter. Respondents under 30 years of age mentioned recreation more often than those over 30 years of age.

This was of major concern to those living in the country, but not on a farm, with over 44 percent mentioning it. It was of least concern to those living on a farm and in the suburbs of Yuma.

Comparing recreation to income groups, it was noted that those with incomes of \$10,000 and over listed this item about 35 percent of the time while the balance of the groups

1. The first part of the report is a general introduction to the project. It describes the purpose of the study, the objectives, and the scope of the work. It also provides a brief overview of the methodology used in the study.

2. The second part of the report is a detailed description of the data collection process. It explains how the data was gathered, the sources of the data, and the methods used to ensure the accuracy and reliability of the data.

3. The third part of the report is a detailed description of the data analysis process. It explains how the data was processed, the statistical methods used, and the results of the analysis.

4. The fourth part of the report is a discussion of the results of the study. It compares the findings with the objectives of the study and discusses the implications of the results.

5. The fifth part of the report is a conclusion. It summarizes the main findings of the study and provides recommendations for future research.

6. The sixth part of the report is a list of references. It includes all the sources of information used in the study, such as books, articles, and websites.

7. The seventh part of the report is an appendix. It contains additional information that is not included in the main body of the report, such as raw data, detailed calculations, and additional figures.

8. The eighth part of the report is a glossary. It defines the key terms and concepts used in the study, ensuring that the reader understands the meaning of the words used.

9. The ninth part of the report is a list of figures. It includes all the figures used in the study, such as graphs, tables, and charts, and provides a brief description of each figure.

10. The tenth part of the report is a list of tables. It includes all the tables used in the study, such as data tables and summary tables, and provides a brief description of each table.

11. The eleventh part of the report is a list of abbreviations. It defines the abbreviations used in the study, ensuring that the reader understands the meaning of the abbreviations used.

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13. The thirteenth part of the report is a list of symbols. It defines the symbols used in the study, ensuring that the reader understands the meaning of the symbols used.

14. The fourteenth part of the report is a list of units. It defines the units used in the study, ensuring that the reader understands the meaning of the units used.

15. The fifteenth part of the report is a list of equations. It defines the equations used in the study, ensuring that the reader understands the meaning of the equations used.

responded from 19 to 21 percent.

There was little difference between educational groups, and their mentioning this concern with the exception that those with less than eight grades of schooling were less concerned than were the other educational groups. There also was little difference between occupational groups mentioning it about 40 percent more than the other occupational groups.

Water and Utilities

Responses concerning this issue had to do mostly with high water rates and the desire for municipal ownership of the water company with a few responses concerning the water situation in general and water rights to the Colorado River water.

There was no difference between the different sexes in mentioning this item. There were no replies from the farm group on this issue and very few from the rural group as a whole, as they responded slightly over five percent compared to 25 percent for the people of Yuma.

Those over 60 mentioned this concern considerably more so than did the other age groups. This was also true of those with incomes under \$1,000 and those with less than eight years of schooling. It was mentioned the least by those with incomes over \$10,000 and by those with four or more years of college. The occupational groups were fairly consistent in percentage of respondents mentioning this

• The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements. It also highlights the need for regular audits and the importance of transparency in financial reporting.

• The second part of the document focuses on the various methods used to collect and analyze financial data, including the use of statistical models and the importance of data quality. It also discusses the challenges of data collection and the need for robust data management systems.

• The third part of the document addresses the ethical considerations of financial reporting and the importance of maintaining high standards of integrity and transparency. It also discusses the role of the accounting department in ensuring compliance with relevant regulations and standards.

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issue, with the exception of farmers. They mentioned it less than eight percent of the time compared to 20 percent for the total.

Human Relations

Human relationships concerns mentioned consisted of juvenile delinquency problems, family and neighbor relationships, and welfare. Twenty-one percent of the women, compared to slightly over 13 percent of the men, thought this was a concern.

By age, over 31 percent of those 60 years and older mentioned this item compared to less than five percent for those 24 years and under.

Approximately 35 percent of those with four or more years of college listed this as a concern compared to those in the other educational levels who listed it from 11 to 18 percent. Those with incomes of \$10,000 and over also listed it more so than did those in the other income levels.

Community Protection

Community protection was listed as a concern by slightly over 11 percent of the respondents. Included under this item were concerns about law enforcement and safety with a few respondents concerned about stray animals and legalized dog racing. Those living on the farm were more concerned about this item than other residential groups. Respondents 60 years old and older, professional people and service workers were also more concerned than were the other age and

occupational groups.

City Government and General Politics

This concern mainly had to do with the need for improvement in these areas and general dissatisfaction of the respondents.

The suburban and farm people listed concerns in these areas more so than the other residential area groups. Those in the age group of 30 to 39 responded more so than did the other age groups. The percentage of responses increased as did income. No one listed this as a concern who had an income under \$1,000 compared to almost 22 percent of those with incomes of \$10,000 or more.

Hospital, Health and Sanitation

The majority of replies in this category dealt with the inadequacy of hospital service. A few mentioned sanitation conditions and health programs.

This was mentioned the most numerous, percentagewise, by those residing in towns or villages under 2,500 population. It might be assumed this was because of the distance to hospitals in Yuma or other cities and because of the lack of adequate hospital and doctor facilities in these towns.

General Agriculture

Concerns under this category had to do with the farm surplus and farm programs, agricultural research, public relations, drainage problems, and problems with neighbors and others concerning farming operations. This item was

listed more often by farmers than others and by men than women.

Yuma County Citizens' Awareness of Concerns and Methods of
Obtaining and Sharing Information

After the respondent mentioned a concern, he was asked whether or not he had any reason to believe other people in his vicinity were concerned about that particular issue. If he answered "Yes," he was asked to indicate whether he had (1) heard people talking about it; (2) talked to people about it; (3) read about it in newspapers or magazines; or (4) or seen it on radio or television programs.

Seventy-two percent of all the replies fell into two categories. Forty-six percent had heard people talking about it and had talked to people about it, while 26 percent had communicated in all four areas. The balance fell into one or a combination of the other categories.

Items which had considerable local publicity by radio, television and newspapers and which the respondents ranked high with all four types of communication were water, city government and politics, religion, taxes, and national and international affairs.

C. ISSUES CONCERNING YUMA COUNTY CITIZENS⁹

In conjunction with the previous question, another question was designed to give respondents an opportunity to study and evaluate 18 public affairs issues of a local, state, national, and international nature. Specifically, the respondents were asked to indicate whether any of the 18 issues were of concern to the people in Yuma County and to indicate their opinion regarding the importance of the issues.

About 95.6 percent of all those interviewed responded to this question and averaged 5.6 items of concern. Of all those responding, 53.4 percent listed employment opportunities, 52.7 percent listed water rights and 48.3 percent listed public schools as concerns of people in their vicinity. It was also evident that the more local the issue, the greater was the percent identifying the issue as a concern to Yuma citizens.

There was a decided similarity in responses to these two questions in the Yuma survey. The main difference was that issues mentioned in the first question were more of a local nature such as community physical upkeep, recreation facilities, human relationships, community protection, local government and politics, and public apathy. Of the 18

⁹Hazlitt, Boone, Matthews, Op. Cit., pp. 17-20.

• The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and need. Once a need is identified, the next step is to develop a concept for a product that meets that need. This is often done through brainstorming and sketching. The third step is to create a prototype, which is a small-scale model of the product. This allows the designer to test the product and make any necessary adjustments. The fourth step is to create a business plan, which outlines the costs of production, the pricing strategy, and the marketing plan. Finally, the product is manufactured and distributed to the market.

• The second step in the process of creating a new product is to develop a concept for the product. This involves brainstorming ideas and sketching out the basic design. The third step is to create a prototype, which is a small-scale model of the product. This allows the designer to test the product and make any necessary adjustments. The fourth step is to create a business plan, which outlines the costs of production, the pricing strategy, and the marketing plan. Finally, the product is manufactured and distributed to the market.

• The third step in the process of creating a new product is to create a prototype. This is a small-scale model of the product that allows the designer to test the product and make any necessary adjustments. The fourth step is to create a business plan, which outlines the costs of production, the pricing strategy, and the marketing plan. Finally, the product is manufactured and distributed to the market.

• The fourth step in the process of creating a new product is to create a business plan. This plan outlines the costs of production, the pricing strategy, and the marketing plan. Finally, the product is manufactured and distributed to the market.

• The fifth step in the process of creating a new product is to manufacture and distribute the product. This involves finding a manufacturer and a distributor, and then launching the product into the market.

• The sixth step in the process of creating a new product is to monitor the product's performance in the market. This involves tracking sales, customer feedback, and market trends. If the product is not performing well, the designer may need to make adjustments to the product or the marketing plan.

• The seventh step in the process of creating a new product is to evaluate the overall success of the product. This involves comparing the product's performance to the goals set in the business plan. If the product is successful, the designer may consider creating a follow-up product. If the product is not successful, the designer may need to start the process over.

• The eighth step in the process of creating a new product is to document the entire process. This involves keeping records of all decisions, designs, and marketing efforts. This documentation can be useful for future reference and for sharing the process with others.

• The ninth step in the process of creating a new product is to protect the intellectual property of the product. This can be done through patents, trademarks, and copyrights. Protecting the intellectual property ensures that the designer has exclusive rights to the product and can prevent others from copying it.

• The tenth step in the process of creating a new product is to continue to improve the product. This involves listening to customer feedback and making improvements to the product over time. This ensures that the product remains relevant and competitive in the market.

• The eleventh step in the process of creating a new product is to expand the product line. This involves creating new products that complement the existing product line. This can help to increase sales and market share.

• The twelfth step in the process of creating a new product is to diversify the business. This involves creating new products in different markets or industries. This can help to reduce risk and increase the overall success of the business.

• The thirteenth step in the process of creating a new product is to exit the business. This involves selling the business or its assets. This can be done through a variety of methods, including a sale to a third party, a merger, or a liquidation.

• The fourteenth step in the process of creating a new product is to reflect on the entire process. This involves thinking about what worked well and what could be improved. This reflection can be useful for future projects and for personal growth.

• The fifteenth step in the process of creating a new product is to celebrate the success of the product. This involves acknowledging the hard work and dedication that went into creating the product. This can be done through a variety of methods, including a party, a trip, or a reward.

• The sixteenth step in the process of creating a new product is to share the success of the product. This involves telling others about the product and the process of creating it. This can help to inspire others and build a community of like-minded individuals.

• The seventeenth step in the process of creating a new product is to continue to learn and grow. This involves staying up-to-date on the latest trends and technologies in the industry. This can help to ensure that the product remains competitive and relevant in the market.

• The eighteenth step in the process of creating a new product is to stay motivated and focused. This involves setting goals and staying committed to the process. This can help to ensure that the product is created successfully and that the business is a success.

• The nineteenth step in the process of creating a new product is to be flexible and adaptable. This involves being open to change and willing to make adjustments as needed. This can help to ensure that the product meets the needs of the market and that the business is successful.

• The twentieth step in the process of creating a new product is to be patient and persistent. This involves understanding that creating a successful product takes time and effort. This can help to ensure that the product is created successfully and that the business is a success.

issues listed on the second question, only regulation of communication channels was not mentioned by respondents in question one.

TABLE IX
ISSUES CONCERNING YUMA COUNTY CITIZENS - 1960

Item	% Mentioning Each (281 out of 294)
Employment opportunities	53.4
Water rights	52.7
Public schools	48.3
Property taxation	39.8
Financing education	38.8
Health service and facilities	37.4
Federal taxation	34.4
Transportation	31.6
Public assistance and welfare	30.3
Housing conditions	29.3
Farm programs	27.9
Labor vs industry	22.8
U.S. Foreign Policy	22.1
Zoning	18.4
Communism vs capitalism	17.3
Art and music	14.6
Regulation of communication channels	8.5
United Nations	7.8

Employment Opportunities

The most important item was employment opportunities. Over 53 percent indicated this was an issue in Yuma County. Men were more concerned about this item than were the women. Small town and urban people were more concerned about employment opportunities than those living in the country. Respondents between the ages of 25 and 50 were more concerned about employment opportunities than those under 25 and over 50 years of age. Over 62 percent of the blue collar respon-

dents mentioned this item compared to 55 percent of the white collar respondents.

Water Rights

Water rights was listed as a concern by about 53 percent of the respondents. Men were somewhat more concerned about water rights than were the women. Respondents living in the open country mentioned this item more than those living in small towns and urban areas.

Slightly over 18 percent of the respondents in the age group of 24 years and younger mentioned this item compared to over 53 percent of the other age groups. This concern increased proportionately with years of school completed. Professional workers and farmers were more concerned about water rights than other occupational groups.

Public Schools

There was a substantial difference in responses of the various residential groups mentioning public schools. About 66.5 percent of the rural respondents mentioned public schools as compared to 46.4 percent of the urban people.

Respondents in the 25-29 year old age group listed schools more often than did those in the other groups. Those under 24 and over 50 showed the least concern. The higher the level of schooling and income, the greater was the percentage of respondents that identified schools as a concern to people. Schools were mentioned more by professional people than by other occupational groups.

Property Taxation

Approximately 40 percent of all those interviewed listed property taxation as being of concern to people in this area. Men were more concerned about this issue than were the women. This item was of the least concern to those 60 years and older and those with incomes under \$2,500. Property taxation was of more concern to the farmers and white collar workers than it was to the blue collar workers, retired and unemployed.

Financing Education

Men were more concerned about financing education than were the women, and the rural groups were more concerned than were the urban people. Respondents under 24 years and over 60 years of age were least concerned about the problem of financing education. In general, this was of more concern to people as their educational and income levels increased. The professional people were considerably more concerned about this item than were the other occupational groups.

Health Service and Facilities

Health service and facilities was ranked high as a concern to Yuma citizens by the interviewees between the ages of 25-29. The white collar workers, retired persons and farmers had a larger percentage of responses to this item than did the blue collar workers and the unemployed.

Federal Taxation

Federal taxation concerned those living in the country, but not on a farm, much more than the other residential groups with 70 percent of the former replying compared to 34 percent of the groups as a whole. Those with some college education responded to this subject more often percentagewise than did those with high school education or less. There was a relationship between responses to this item and the level of income. The higher the level of income the greater was the number mentioning federal taxation as a concern of people. It was of more importance to the white collar workers and farmers than it was to the blue collar workers.

Transportation

Transportation was of the most concern to the women, the urban groups, those over 60 and white collar workers. This concern also increased proportionately with education and ranked highest with the high income group. The city of Yuma does not have a public transportation system.

Public Assistance and Welfare

Public assistance and welfare increased in percentage of responses as age of the respondents increased. It also was mentioned more often by those with less than eight grades of schooling and by those with incomes under \$1,000. The farmers replied to this item more than did the other occupational groups.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present. The author points out that the United States has a long and complex history, and that it is important to understand the events and people that have shaped the country. The author also discusses the role of the government in the development of the country, and the impact of the American Revolution. The author concludes that the study of the history of the United States is a vital part of the education of every citizen.

2. The second part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a central role in the country's history, and that it is important to understand the role of the government in the development of the country. The author points out that the government has been responsible for the creation of the country, and for the development of the country's institutions. The author also discusses the role of the government in the development of the country's economy, and the impact of the government on the country's culture. The author concludes that the study of the role of the government in the development of the United States is a vital part of the education of every citizen.

3. The third part of the paper discusses the impact of the American Revolution on the United States. It is argued that the American Revolution was a turning point in the country's history, and that it is important to understand the impact of the American Revolution on the country. The author points out that the American Revolution led to the creation of the United States, and to the development of the country's institutions. The author also discusses the impact of the American Revolution on the country's economy, and the impact of the American Revolution on the country's culture. The author concludes that the study of the impact of the American Revolution on the United States is a vital part of the education of every citizen.

4. The fourth part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a central role in the country's history, and that it is important to understand the role of the government in the development of the country. The author points out that the government has been responsible for the creation of the country, and for the development of the country's institutions. The author also discusses the role of the government in the development of the country's economy, and the impact of the government on the country's culture. The author concludes that the study of the role of the government in the development of the United States is a vital part of the education of every citizen.

5. The fifth part of the paper discusses the impact of the American Revolution on the United States. It is argued that the American Revolution was a turning point in the country's history, and that it is important to understand the impact of the American Revolution on the country. The author points out that the American Revolution led to the creation of the United States, and to the development of the country's institutions. The author also discusses the impact of the American Revolution on the country's economy, and the impact of the American Revolution on the country's culture. The author concludes that the study of the impact of the American Revolution on the United States is a vital part of the education of every citizen.

6. The sixth part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a central role in the country's history, and that it is important to understand the role of the government in the development of the country. The author points out that the government has been responsible for the creation of the country, and for the development of the country's institutions. The author also discusses the role of the government in the development of the country's economy, and the impact of the government on the country's culture. The author concludes that the study of the role of the government in the development of the United States is a vital part of the education of every citizen.

Farm Programs

Over 55 percent of the rural people identified farm programs as being an item of concern compared to about 22 percent of the urban people. The implication may be that the urban people lack understanding about farm programs in general even though they are substantially dependent upon the agricultural enterprise in the county. In general, the percentage of responses to this item increased as education and income levels increased. A difference regarding responses was evident in the occupational groups. Six out of ten of the farmers felt that farm programs were of concern in relation to 42 percent of the white collar workers and slightly less than 22 percent of the blue collar workers.

Labor vs Industry

Almost 23 percent of those interviewed felt that labor vs industry was a concern to Yuma citizens. Male respondents were more concerned about this item than female respondents. This issue concerned those in the 30-39 year old age group, those with four years or more of college and those with incomes over \$10,000 more than those in corresponding groups. About 32.9 percent of the blue collar workers mentioned this item compared to 22.6 percent of the white collar workers.

U. S. Foreign Policy

Men were more concerned about U. S. Foreign Policy than women. Most of the respondents who indicated that this was a major concern were under 24 years of age, had completed

1. Introduction
 The purpose of this study is to investigate the effects of the proposed system on the performance of the participants. The study was conducted in a laboratory setting with a sample of 30 participants. The participants were divided into two groups: a control group and an experimental group. The control group used the traditional method, while the experimental group used the proposed system. The study was conducted over a period of four weeks. The data was collected and analyzed using statistical methods. The results of the study are presented in the following sections.

2. Methodology
 The study was conducted in a laboratory setting. The participants were recruited from a local university. The participants were divided into two groups: a control group and an experimental group. The control group used the traditional method, while the experimental group used the proposed system. The study was conducted over a period of four weeks. The data was collected and analyzed using statistical methods. The results of the study are presented in the following sections.

3. Results
 The results of the study are presented in the following sections. The first section presents the results of the pre-test. The second section presents the results of the post-test. The third section presents the results of the comparison between the control group and the experimental group.

high school or college work, and had incomes exceeding \$7,000. Farmers and white collar workers mentioned U.S. Foreign Policy as a concern more than other occupational groups.

Zoning

Zoning was of major concern to the urban people and those in the highest education and income levels. It was also of more concern to the white collar workers than blue collar workers and farmers.

Communism vs Capitalism

Over twice as many men as women responded to Communism vs Capitalism. It was of interest to note that those under 24 years old and those over 60 years mentioned this more than did the other age groups.

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D. YUMA COUNTY CITIZENS' PARTICIPATION
IN SOLUTION OF PROBLEM AREAS¹⁰

After the interviewees had the opportunity to fully express themselves about things concerning people and to indicate whether or not 18 selected public affairs and community improvement issues were of concern to people, they were shown the card of the 18 issues and asked this question: "Did you as an individual, or with others, try to do something about any of the things you mentioned or the items listed on this card?"

TABLE X
PARTICIPATION OF YUMA COUNTY PEOPLE
IN SOLUTION OF PROBLEM AREAS

Response	% (283 out of 294)
Yes, as an individual	9.2
Yes, with others	19.4
No	70.7
Don't remember	17

Slightly less than three out of 10 people had tried to do something about the things that they felt were of concern to people in their vicinity. Of the total respondents about one out of 10 had tried to do something as an individual, while two out of 10 indicated that they had worked with others on some of the concerns.

¹⁰ Ibid., pp. 19-20.

Thirty-five percent of those interviewed who belonged to some type of an organization had tried to do something about the identified problems as compared to 13 percent who did not belong to an organization. The least active group attempting to work on certain concerns were the respondents who had lived in Yuma County less than one year.

Rural people were more active in working on concerns than urban residents. About 44 percent of the rural people compared to 25 percent of the urban people had tried to do something about some of the issues. Those persons with high school education or more were more active in working on concerns than those having less than a high school education. As income increased so did activity, with less than 13 percent of those with income under \$1,000 working on problems compared to 39 percent of those with incomes over \$10,000.

It is worthy to note that while the majority of those interviewed expressed themselves as having concern over a number of problems and issues facing the community, less than three out of ten had reportedly done anything in attempting to alleviate these problems.

E. KNOWLEDGE OF AND PARTICIPATION
OF YUMA COUNTY PEOPLE
IN EXTENSION ACTIVITIES¹¹

The Yuma County Cooperative Extension Office is located in the City of Yuma and is presently staffed with nine agents. The average tenure of the total Yuma Extension staff, at the time of the survey, was 2.5 years. Three of the staff members had been in the county for four years, while the tenure of the others ranged from six months to two and one-half years.

In the past, the duties of the agents were broken into three areas: 4-H Club Work, Home Economics and Agriculture. The agricultural agents primarily spent their time in the field of agricultural efficiency.

Prior to determining the people's reactions to Extension working in these problem areas it was desirable to obtain their knowledge of and participation in Extension. It is well to point out that at the time of the survey, the people interviewed had no knowledge to the fact that the Extension Service was conducting the survey.

Acquaintance with Extension

The first question asked in regard to the people's acquaintance with Extension was: "Do you know the County or Home Agents in this county? If yes, do you remember any of

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their names?"

Of the 294 interviewed, three out of ten named one or more of the agents.

A larger percentage of people residing on farms knew an agent compared to the general population. Seven out of ten of the farmers knew one or more of the agents. The percentage knowing an agent increased with age, with eleven percent of the respondents between 15 and 24 years knowing an agent compared to 21 percent in the 25-29 age group. Thirty-three percent of those over 30 years of age could name an agent. A larger percentage of the respondents in the higher income brackets knew an agent than did those in lower income brackets. One out of two with incomes of \$7,000 and over could name an agent in relation to only 16 percent of those with incomes under \$7,000. A similar relationship held true with educational status. Seven out of ten with four or more years of college knew at least one agent as compared to six percent with less than five years of education. Seventy-three percent of the farmers and farm managers, 66 percent of the professional group and 7 percent of the laborers knew an agent. Tenure in Yuma County had some bearing on whether or not people knew an agent. Only three percent of those living in Yuma County under one year knew one; 31 percent of those living in the county from one to ten years knew an agent; while 35 percent of those living in the county over ten years knew one of the agents.

When asked to describe the responsibilities of the

1. The first step in the process of the scientific method is to make an observation or ask a question. For example, a scientist might observe that a plant grows better in one type of soil than another. This leads to a question: "Does the type of soil affect the growth of a plant?"

2. Next, the scientist makes a hypothesis, which is an educated guess or prediction about the outcome of the experiment. In this case, the hypothesis might be: "If a plant is grown in rich soil, then it will grow taller than a plant grown in poor soil."

3. The third step is to design and conduct an experiment to test the hypothesis. The scientist would set up two groups of plants: one group in rich soil and one group in poor soil. They would then measure the height of the plants over a period of time.

4. After the experiment is complete, the scientist collects data and analyzes it. They might find that the plants in rich soil are indeed taller than the plants in poor soil. This supports the hypothesis.

5. Finally, the scientist draws a conclusion based on the results of the experiment. They might conclude: "The type of soil does affect the growth of a plant. Plants grown in rich soil grow taller than plants grown in poor soil."

6. The scientific method is a systematic approach to investigating a question or problem. It involves making observations, asking questions, forming hypotheses, conducting experiments, and drawing conclusions. This process helps scientists to understand the natural world and to develop new technologies and treatments.

7. The scientific method is a key part of the scientific process. It is used by scientists in all fields of study, from biology and chemistry to physics and earth science. The method helps scientists to test their ideas and to make discoveries about the world around us.

8. The scientific method is a powerful tool for understanding the natural world. It allows scientists to test their ideas and to make discoveries about the world around us. The method is a key part of the scientific process and is used by scientists in all fields of study.

9. The scientific method is a systematic approach to investigating a question or problem. It involves making observations, asking questions, forming hypotheses, conducting experiments, and drawing conclusions. This process helps scientists to understand the natural world and to develop new technologies and treatments.

10. The scientific method is a key part of the scientific process. It is used by scientists in all fields of study, from biology and chemistry to physics and earth science. The method helps scientists to test their ideas and to make discoveries about the world around us.

County Agent, 55 percent indicated that he worked with farmers, homemakers and 4-H Club members. About two percent had him confused with other agencies, while the balance had no knowledge of agents' responsibilities.

Slightly over 46 percent of those interviewed said they knew how the County Agent's work was financed; however, less than six percent knew that all three levels of government --county, state and national--were involved. The balance knew that Extension work was tax supported by one form or another.

Another question was designed to obtain different types of contacts the people may have had with the Extension Service. The interviewees were handed a card with several different contact possibilities. The question read: "I have here a card with a list of activities that the Extension workers carry on. I mean the different ways the agents work with families. I will go through the list and you can just answer yes or no to each."

TABLE XI
CONTACTS WITH EXTENSION ACTIVITIES
BY YUMA COUNTY PEOPLE DURING 1939

Response	% Answering
Seen 4-H or Home Economics Exhibit	67.0
Seen 4-H Members Project	60.5
Read Extension Article in Paper	53.7
Heard on Radio or TV	44.9
Received Extension Bulletin	22.8
Attended Extension Meeting	16.0
Received Letter	14.3
Agent Visited Home	12.6
Visited Office	12.2
Phone Conversation	12.2
Belong to Home Economics Group	3.4
4-H Leader	2.4
Other Contacts	2.7
No Contacts at All	18.7

Over eight out of ten interviewed had some sort of an Extension contact during the past year. Sixty-seven percent of those interviewed had seen a 4-H or Home Economics exhibit while 60.5 percent had seen a 4-H member's project. It was assumed the majority of these contacts were made at the County Fair. This posed the question of how many people had Extension contacts excluding exhibits and 4-H members' projects. A further analysis showed that 7 out of 10 interviewed had some type of an Extension contact in areas other than 4-H or Home Economics exhibits or projects.

There are three newspapers in Yuma County--a small town weekly in Northern Yuma County; a farm weekly and a daily published in Yuma. Other information vehicles include four radio stations and one television station. The agents have regular programs on two of the radio stations and at

one time had programs on the television station. The study showed almost 54 percent of the people interviewed had read an Extension article in a newspaper and 45 percent had heard or seen an agent's program on radio or television.

In general, a larger percentage of women respondents had contacts than did the men. Of all types of Extension contacts the men had a higher percentage of responses in visiting the agent's office, reading an Extension article in the paper and attending an Extension meeting. The women had a higher percentage of responses in all other types of Extension contacts.

Persons residing on farms or ranches ranked considerably higher than any of the other residence groups in regard to all the different types of Extension contacts. All of those interviewed living on a farm had some Extension contact last year as compared to 90 percent of those living in the country, but not on a farm; 83 percent of those in towns under 2,500 population; 80 percent of those living in Yuma; and 75 percent of the suburban people. It was of interest to note that of the total Yuma City people interviewed over 45 percent had heard or seen an agent on radio or television and over 50 percent had read an Extension article. Fifty-eight percent had seen a 4-H member project and over 60 percent had seen a 4-H or Home Economics exhibit. About 10 percent of the city people had visited the Extension office, had a phone conversation with an agent, had an agent visit their home, received a letter from an Extension

worker or attended an Extension meeting.

In practically every instance there was a positive relationship between the amount of education or income of the respondents and percentage of Extension contacts. Of those with less than eight grades of schooling, 43 percent had no Extension contact while only three percent of those with four years or more of college had no contact. Of those interviewed with less than \$2,500 income over 40 percent had no Extension contact while everyone with over \$10,000 income had some contact. Seven percent of those in the \$5,000 to \$9,999 income range had no contact while 26 percent of those with incomes in the \$2,500 to \$4,999 income bracket had no Extension contact.

Those living in Yuma County less than one year had the fewest Extension contacts. Three in four of those residing in Yuma from one to five years had contacts with Extension while nine in ten of those with five to twenty-five years tenure had Extension contacts.

The Extension Service is well known throughout the county as indicated by the findings. The findings indicated that a large percentage of respondents had contacts with the Extension Service during the past year.

F. ATTITUDES ABOUT AGENTS
WORKING IN PROBLEM AREAS¹²

One of the most important questions asked of the people concerning the possible future role of Extension programs was: "From what you know about the people in this county, how do you think they would feel about agents working with people on problems and issues such as those listed on the cards I showed you a few minutes ago?"

TABLE XII
ATTITUDES OF RESPONDENTS ABOUT AGENTS
WORKING IN COMMUNITY PROBLEM AREAS
AND PUBLIC AFFAIRS EDUCATION

Response	Percent
Would Approve	68.0
Would Disapprove	8.8
No Opinion	21.8
No Response	1.4

Sixty-eight percent of the total group interviewed approved of agents working in these areas while about 22 percent did not express themselves one way or another. Of those actually having an opinion one way or another, almost nine out of ten approved. In the Corry Community, Pennsylvania, Study concerning a similar question with 103 interviewees, 57 would approve, 3 would disapprove, 25 didn't

¹²Ibid., pp. 25-26.

know, and 18 had no answer.¹³

Of those in Yuma County who disapproved the typical comments were: they have enough to do at the present time without doing this sort of work; they should not become involved in politics; and this type of work is out of the agents' line. Those approving thought there was a definite need for assistance in these areas and thought the County Agent was well qualified to assume responsibility.

It was noted that membership in organizations was associated with respondents' attitudes regarding agents working on public affairs issues and community improvement problems as compared to 57 percent of those who were not members of an organization. Too, a slightly larger percent of those holding leadership positions in organizations favored the idea of agents working on public affairs-community improvement type educational programs than those who were only members of an organization.

While less than one-third of those interviewed knew an agent by name, seventy percent of those knowing him endorsed the idea of county agents working in this type of an educational program. Three-fourths of those who had had Extension contacts felt that agents should work on public affairs-community improvement problems as contrasted to 40 percent of those who had had no contacts with Extension.

¹³Correspondence from John W. Bergstrom, Program Consultant, Erie County Agricultural Extension Association, Erie, Pennsylvania.

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Place of residence was associated with respondents' attitudes regarding agents' participation in such programs. Over four-fifths of the interviewees residing in rural areas in relation to less than 65 percent of those residing in urban areas approved of agents working on public affairs-community improvement educational programs.

A larger percent of respondents in the high income brackets approved of agents working on this type educational program than did those in lower income brackets. Seventy percent of the respondents with incomes over \$7,000 approved compared to 62 percent of those with income less than \$2,500.

Eight out of ten of the respondents who had completed one or more years of college indicated that agents should work with people in these problem areas, while less than six in 10 with no high school education approved.

In general, it can be concluded that Yuma County citizens approved of the idea of broadening the Extension program to include public affairs-community improvement types of programs.

CHAPTER V

CONCLUSIONS

The purpose of this study was to seek information which would be helpful in guiding Extension programs and policies for the future. In this pursuit, a review of literature concerning opinions and attitudes of others was made. Also a study of the concerns and issues as seen by 294 Yuma County citizens as well as their attitudes on whether or not the Extension Service should be working on these problems was conducted.

The results of this study, the review of opinions and the results of other studies provide the basis for the following summary of findings, implications and recommendations.

A. SUMMARY OF FINDINGS

At the time of the conception of the Land Grant Colleges and later the Cooperative Extension Service, the population of the United States was predominantly rural. The major problem these people faced was in the area of agricultural production.

Agricultural research, technological changes and education have been responsible, to a considerable degree, in the increased productivity of a farm unit. Today the

1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and what problems they are trying to solve. Once a need is identified, the next step is to develop a concept that addresses this need. This concept should be unique, valuable, and feasible. The third step is to create a prototype of the product. This allows the company to test the concept and make any necessary adjustments. The fourth step is to conduct a feasibility study to determine if the product can be manufactured and sold profitably. The fifth step is to develop a business plan that outlines the company's strategy for marketing and selling the product. The sixth step is to secure funding to cover the costs of production and marketing. The seventh step is to launch the product and monitor its performance in the market. The eighth step is to gather feedback from customers and use it to improve the product. The ninth step is to expand the product line to include related products. The tenth step is to establish a strong brand identity for the company.

2. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and what problems they are trying to solve. Once a need is identified, the next step is to develop a concept that addresses this need. This concept should be unique, valuable, and feasible. The third step is to create a prototype of the product. This allows the company to test the concept and make any necessary adjustments. The fourth step is to conduct a feasibility study to determine if the product can be manufactured and sold profitably. The fifth step is to develop a business plan that outlines the company's strategy for marketing and selling the product. The sixth step is to secure funding to cover the costs of production and marketing. The seventh step is to launch the product and monitor its performance in the market. The eighth step is to gather feedback from customers and use it to improve the product. The ninth step is to expand the product line to include related products. The tenth step is to establish a strong brand identity for the company.

average farm worker in the United States produces enough food and fiber for himself and 23 others. At the turn of the century he produced enough for himself and six others. During this period migration of rural people to the metropolitan areas had been prevalent. It is now estimated that less than ten percent of the total population reside on farms.

The society of today is an industrial one and not agrarian. The vast technological changes, population increases and movements, and the overall shrinkage of the world due to transportation and communication developments have created many social, political, economical and psychological problems.

Hypothesis II of this thesis was: The problems and needs of the people are varied and extend to a much greater extent beyond the areas in which Cooperative Extension has traditionally been working.

In pursuing this hypothesis a study was made of 294 Yuma County, Arizona, citizens in regard to their concerns. Sixty-three percent of their concerns fell into the categories of schools, employment and industry, community physical upkeep, recreation, and water. Outside of about 5.5 percent who mentioned concerns in general agriculture and less than two percent who mentioned high cost of living, all the concerns mentioned were in the general area of community needs or public affairs.

The study showed that concerns as listed above applied to both urban and rural people. The urban people were

more concerned than the rural people in matters dealing with employment and industry and water and utilities. The rural people were more concerned than the urban people on concerns dealing with schools, recreation, government and politics, community protection, health and agriculture.

The study undertaken in Corry Community, Pennsylvania, showed comparable concerns. Practically all of their concerns were also in the general area of community needs or public affairs.

In addition to asking the Yuma people what their specific concerns were, they were also given the opportunity to study 18 public affairs issues of local, state, national and international nature, and asked to indicate if any of these were of concern to Yuma County people. Over 95 percent of all those interviewed responded to this question and the group responding listed an average of 5.6 items as being of concern to Yuma County people.

The U. S. D. A. bibliography of selected references concerning urbanization and changing land uses showed 1,319 studies and papers mainly dealing with areas of community improvement and public affairs. It appears that there is ample evidence that the problems and needs of the people are varied.

Extension accomplishments in 1959 indicated that 67 percent of agricultural agents' time was devoted to agricultural or related projects in comparison to less than six percent of their time being devoted to community improvement

and public affairs. At the state level, outside of Kansas, Missouri, Utah and Michigan, less than one percent of the total states Extension specialist force were listed as working in the fields of community improvement, or development, and public affairs. While it is realized that other states have individuals working in these fields, the implication remains that the fields of community improvement and public affairs constitute a minor portion of Extension's effort.

Even though the Extension Service has increased the scope of its clientele to include services to urban families, "... these services have followed Extension's tradition, shifting mainly in the sense of doing the old things for new people. Even in agricultural work 40 percent (1958) of the assisted families were urban; they were given advice on how to grow better lawns and rose bushes."¹ Therefore it appears that there is ample evidence to support Hypothesis II. That is: The problems and needs of the people are varied and extend to a much greater extent beyond the area in which Cooperative Extension has traditionally been working.

Hypothesis III was: The people of a community are desirous of the help Cooperative Extension could give in helping them to meet their problems and needs.

The Yuma study showed that the people had many varied concerns, yet the majority failed to attempt to do something about them. Of the total respondents about one in ten had

¹Warren Rovetch, Op. Cit., pp. 216-217.

tried to do something as an individual and two in ten indicated that they had worked with others on some of the concerns.

The study also showed that over 80 percent of those interviewed had some sort of an Extension contact during the past year, hence, they had some knowledge of the Extension Service even though it may have been limited.

When asked if they would approve or disapprove of County Agents working on their problems and issues, nine in ten of those having definite opinions approved. Of the total group interviewed, 68 percent approved of Extension Agents working on their problems and issues, less than nine percent disapproved and about 22 percent did not express themselves one way or another.

In the Corry Community study 95 percent of those having definite opinions on the question of agents working on their problems indicated approval.

In Michigan Cornett found that eight in ten of those having definite opinions favored Extension Agents increasing their educational efforts on public programs as zoning, taxation, community development, health, etc.

Biever in Wisconsin and Cornett also indicated the people's approval of broadening the scope of clientele to include more urban people and work in Extension program offerings.

In the Yuma study over four-fifths of the interviewees

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residing in rural areas in relation to less than 65 percent of those residing in urban areas approved of agents working on public affairs educational programs. Also, three-fourths of those who had had Extension contacts felt that agents should work on public affairs problems as contrasted to 40 percent of those who had had no contacts with Extension.

In view of the preceding, Hypothesis III has been developed. That is: The people of a community are desirous of the help Cooperative Extension could give in helping them to meet their problems and needs.

Therefore, if the people of a community are desirous of the help Cooperative Extension could give in helping them to meet their problems and needs; and the problems and needs of the people are varied and extend to a much greater extent beyond the areas in which Cooperative Extension has traditionally been working, then Hypothesis I is developed. That is: It will be necessary for the Cooperative Extension Service to broaden the scope of its program offerings from the traditional offerings of the past if the Extension Service is going to help people help themselves in adjusting to change, in meeting their needs, and in solving their problems.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters.

2. The second part outlines the specific procedures for handling sensitive information. It states that all data must be stored securely and accessed only by authorized personnel. This section also covers the protocols for data retention and disposal.

3. The third part addresses the issue of compliance with applicable laws and regulations. It notes that the organization must stay up-to-date with changes in legal requirements and ensure that all operations conform to the highest standards of integrity.

4. The fourth part describes the internal control systems in place to prevent fraud and mismanagement. It highlights the role of the audit committee in monitoring these controls and providing recommendations for improvement.

5. The fifth part discusses the organization's commitment to ethical behavior and corporate social responsibility. It encourages employees to act with honesty and integrity in all their interactions and to contribute positively to the community.

6. The sixth part provides information about the organization's governance structure, including the roles and responsibilities of the board of directors and senior management. It also outlines the process for appointing and removing key personnel.

7. The seventh part details the organization's financial reporting practices, including the frequency and format of reports. It ensures that all stakeholders have access to timely and accurate financial information.

8. The eighth part discusses the organization's risk management strategy, identifying potential risks and implementing measures to mitigate them. It emphasizes the importance of proactive risk assessment and response.

9. The ninth part covers the organization's human resources policies, including recruitment, training, and performance management. It aims to create a supportive work environment that fosters employee growth and productivity.

10. The tenth and final part provides a summary of the organization's mission, vision, and core values. It serves as a reminder of the organization's purpose and the principles that guide its operations.

B. IMPLICATIONS AND RECOMMENDATIONS

Because of the momentous changes that rural America has undergone, Rovetch, in his analysis of the Cooperative Extension Service, visualizes three alternatives as to the future of the Extension Service.

The first to close down Cooperative Extension with a suitable commendation for a job well done and now virtually completed.

A second "solution" is to ignore, to the extent that it is still feasible, the changes that have taken place and to continue along the old road.

The third alternative is to adapt more basically to the changed circumstances, following the population both to greater literacy and to cities.²

The development of the hypotheses implies that there are many needs of a community in which the people desire help; and in order for these needs to be met by the Extension Service it will be necessary for Extension to broaden the scope of its program offerings. This compares favorably with Rovetch's third alternative.

Since its inception, the Cooperative Extension Service has been credited with being flexible. As such it has met various challenges throughout the years and has emerged as a strong and respected institution. However, constant adjustment is essential for survival and efficient function. Failure to adjust means almost certain deterioration and

²Ibid., pp. 215-217.

possible extinction.

At the present time the General Extension Service, in several states, is developing programs which are attempting to meet community needs in much the same manner as are the rural development programs of the Cooperative Extension Service. There is also a growing demand for the Department of Health, Education and Welfare to enter into this field in both rural and urban communities as a "... major rallying point for stimulating and assisting citizen action to improve the quality of our family and community life."³ Added to these are the efforts of the labor unions to obtain federal help for education.

The Cooperative Extension Service is unique in that it has personnel in practically every county of the United States doing educational work in conjunction with the Land Grant Colleges. Duplication of efforts by other organizations appears wasteful--providing the Cooperative Extension Service can adjust to meet the needs these agencies strive to meet.

To more fully utilize the potential of the Cooperative Extension Service framework, their personnel and the universities, it would appear logical for the Cooperative Extension and General Extension Services to coordinate or combine efforts. In this manner the County Agents' office

³ John H. Moore, "Community Action" Conference Proceedings: 1960 White House Conference on Children and Youth. (Washington, D. C.) p. 119.

could truly become the front door of the university at the county level. At the present time such combinations have been accomplished in the states of Kansas, Utah and Missouri. In addition, Michigan has a combination program in the Upper Peninsula Counties in relation to their resource development program and Montana and other states are studying the possibility.

While the farm population is diminishing, it is far from becoming extinct. Agricultural production will be of paramount importance as more and more people will need food and fiber in future years. Technical agricultural information to the farm people will still be essential. Much of this information can be supplied by private industrial resources such as bankers, fertilizer, insecticide, feed and machinery dealers. Agents, specialized in much the same manner as are our present state specialists, could still be available to the farm people. However, in this day of rapid transportation and communication, this agent could be responsible for an area larger than our present counties. In order to keep abreast of the latest technical developments, this agent probably should be connected directly to his specialty department at the Land Grant Institution.

Under such an organizational structure, the county or community agent would be more a generalist. One of his principal duties would be that of a coordinator. He would be a central point from whence calls and problems would be diffused and channeled to their proper places for action.

1. The first step in the process of the scientific method is to ask a question. This question should be based on observation and should be specific and measurable. For example, "Does the amount of sunlight affect the growth of a plant?"

2. The second step is to form a hypothesis. A hypothesis is a statement that can be tested. It should be based on the question and should be a prediction of the outcome. For example, "If a plant receives more sunlight, then it will grow taller." This hypothesis is testable because it can be measured and compared.

3. The third step is to design an experiment. The experiment should be designed to test the hypothesis. It should include a control group and an experimental group. The control group is the group that does not receive the treatment, and the experimental group is the group that does. In this case, the control group would be a plant that receives a normal amount of sunlight, and the experimental group would be a plant that receives more sunlight.

4. The fourth step is to collect data. This is done by observing and measuring the results of the experiment. In this case, the data would be the height of the plants in the control and experimental groups.

5. The fifth step is to analyze the data. This is done by comparing the results of the control group to the results of the experimental group. In this case, the data would be analyzed to see if the plant that received more sunlight grew taller than the plant that received a normal amount of sunlight.

6. The sixth step is to draw a conclusion. This is done by stating whether the hypothesis was supported or not. In this case, the conclusion would be that the hypothesis was supported, meaning that the amount of sunlight does affect the growth of a plant.

7. The seventh step is to communicate the results. This is done by writing a report or giving a presentation about the experiment and its results. This allows other scientists to learn from the experiment and to replicate it if they wish.

Not only would the agent have direct lines to the universities, but also to private, public and human resources. He need not be an expert in everything as long as he knows or can discover those who are.

For such an evolution to take place, it appears that county agents, state specialists, extension directors, college deans, university presidents, special interest groups, and others will have to take a long, hard, critical look at extension and themselves and perhaps they will need to develop new understanding in regard to extension's potential and future. It is logical to assume that if the Cooperative Extension Service does not adjust to meet the needs of the people, some other educational organization will evolve or adjust to do so.

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C. RECOMMENDATIONS FOR FURTHER STUDY

It is realized that the studies and opinions presented in this paper represent only a small fraction of the total. Further studies are recommended in the following:

1. Surveys of various communities throughout the nation on people's concerns and needs.
2. More specific information on the relative importance of these concerns and needs and whether they are of enough importance to the people to promote action.
3. Studies of the opinions of the people on the desirability of Extension working in these areas.
4. Surveys of the total Extension Service's involvement in meeting community improvement and public affairs needs.
5. Surveys of attitudes of university presidents, college of agriculture deans and extension directors in regard to overall, coordinated educational programs for the communities.

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1. The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. It highlights the need for a comprehensive approach that integrates various disciplines, including biology, chemistry, and physics, to fully comprehend the complex interactions involved.

2. The second part of the paper focuses on the experimental design and methodology. It describes the various techniques used to collect and analyze data, emphasizing the importance of rigorous controls and statistical analysis to ensure the validity of the results.

3. The third part of the paper presents the results of the experiments. It shows that the observed phenomena are consistent with the theoretical predictions, providing strong evidence for the proposed model. The data also reveals several interesting trends and patterns that warrant further investigation.

4. The fourth part of the paper discusses the implications of the findings. It suggests that the results have significant implications for our understanding of the underlying mechanisms and may lead to new discoveries in the field. It also highlights the potential applications of the findings in various fields, including medicine and engineering.

5. The fifth part of the paper concludes the study and provides a summary of the key findings. It emphasizes the need for continued research in this area and suggests several directions for future work. It also acknowledges the limitations of the study and the need for further validation of the results.

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• The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and what problems they are trying to solve.

• Once a market need has been identified, the next step is to develop a concept for a product that meets that need. This involves brainstorming ideas and selecting the most promising one.

• The third step is to create a prototype of the product. This allows the designer to test the product and make any necessary adjustments before moving forward with production.

• The fourth step is to conduct a feasibility study. This involves evaluating the product's potential for success in the market, taking into account factors such as cost, competition, and distribution.

• The fifth step is to develop a business plan. This document outlines the company's goals, strategies, and financial projections, and is essential for securing funding from investors or lenders.

• The sixth step is to manufacture the product. This involves sourcing materials, hiring workers, and setting up a production line.

• The seventh step is to launch the product. This involves marketing the product to the target audience and distributing it to retailers or directly to consumers.

• The eighth step is to monitor the product's performance in the market. This involves tracking sales, customer feedback, and market trends to determine if the product is successful and if any adjustments need to be made.

• The ninth step is to evaluate the product's overall success. This involves comparing the product's performance to the company's goals and objectives, and determining if the product was a successful launch.

• The tenth step is to plan for the future. This involves identifying opportunities for growth and expansion, and developing strategies to capitalize on them.

• The eleventh step is to continue to improve the product. This involves listening to customer feedback and making adjustments to the product to better meet their needs.

• The twelfth step is to maintain a strong relationship with customers. This involves providing excellent customer service and keeping customers informed about new products and promotions.

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INSTRUCTIONS FOR INTERVIEWERS

Yuma County, Arizona, Pilot Program Benchmark Survey

The main purpose of this survey is to obtain information to establish a benchmark regarding the present status of the people's knowledge, understanding and attitudes toward certain citizenship activities and public affairs issues. The specific objectives of the benchmark survey are as follows:

1. To determine present status of public affairs education and participation, including:
 - a. Level of awareness of public affairs issues, current or continuing.
 - b. Interest in public affairs issues.
 - c. Participation in organization or action.
 - d. Leadership status and experience.
2. To assess the attitudes toward certain government programs, such as:
 - Government farm programs
 - The Extension Service
3. To determine attitudes about rural-urban and farm nonfarm relationships.
4. To assess awareness of opportunities for participation in and sources of information on public affairs issues.
5. To determine extent of participation in educational programs or activities, such as:

Extension organization - home demonstration, 4-H Club, commodity groups.

Knowing about Extension - perception and role.

The Sample

The information is to be collected by personal interview with a randomly selected cross-section sample in the urban and rural areas of Yuma County. The sample was drawn from telephone directories and lists of residents covering substantially all of the permanent residents of the country.

Outline of the interviewer's job:

1. Familiarize yourself with these instructions.
2. Become proficient in this use of questionnaire.

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3. Be sure you have all the needed maps, forms, etc., before you go to the field to contact respondents.
4. Make sure that you have located and identified the right person to interview.
5. When you have properly located the residence of the person to be interviewed fill out the appropriate spaces at the top of the questionnaire indicating date and time of call(s).
6. If the person you seek is not at home on the first call, follow the procedure that was given to you for call backs until you have obtained an interview or until you have made at least three attempts to get the interview.
7. When you have completed an interview check back over the questionnaire item by item to see that (1) you have made an entry in each response item and (2) that your entries are legible and consistent.

Not-at-homes and others who can't be interviewed:

Our goal is to obtain an interview from every person in the sample. This may call for some ingenuity on your part. If you find no one at home you should inquire from a neighbor as to the time when the person you seek can most likely be found. If the first call is made at one hour, time the second one for a different hour. If children are at home, learn the time when the parent is likely to be at home. If the man or woman is too busy to be interviewed at the time you call, make an appointment for a time that will be convenient. Record the date and hour of each visit to the sample address in the spaces provided on the questionnaire. After having made three careful attempts to locate a respondent without having found him or her, write "not at home," the date and hour in the last line of the call record and make no further effort to get a schedule.

Questionnaire entries:

Careful and legible entries are essential. If it best to use a medium or soft pencil. Every item on the questionnaire requires an entry. If the question calls for a check mark or other entry locate it so that there will be no question as to which category it was intended for.

Make notes on the questionnaire regarding any unusual circumstances that affect the entries. Also make other comments that may be useful in analyzing the results. You need not be concerned about giving too much information.

Try to keep "don't know" and "no answer" entries to a minimum by probing for an estimate when the respondent hesitates to answer.

Interviewing:

Based on experiences in pretesting the questionnaire, complete interviews will require an average of about one hour each.

Each interviewer should study the "Instructions for Interviewers." Whenever an interviewing problem arises, ask Dr. Boone for help.

In general, whenever we contact a person to obtain information we must create an interest in the study and a willingness to cooperate. This means persuading the respondents of the importance of the study. They must have confidence both in the objectives of the study and in the interviewer as a person. An honest, simple, and friendly approach is the best way to do this.

Suggested introduction:

The introduction on the questionnaire should satisfy most persons whom you will contact. Avoid identifying yourself with the local extension office so as not to bias the responses to questions 5 and 6.

If there is any hesitancy, it is well to stress the confidential nature of the interview. It is sometimes helpful to encourage the prospective respondent by adding: "I'm sure you'll find some of the questions interesting and I know your answers can be of great help to us."

Every interviewing situation is different. Each situation is new and challenging. This means the interviewer should adapt his approach to fit the circumstances.

Remember that your errand is a friendly and constructive one, and that it can be - and usually is - as interesting to the respondent as it is to you.

Do not try to "educate" the respondent, however. Leave this to the local Extension Service. The vast majority of people are friendly and enjoy talking about their homes, their families, and themselves. If the interviewer is at ease and puts the respondent at ease, the stage is ordinarily set for a good interview.

Getting accurate answers:

Ask each question as it is worded on the schedule. Sometimes this may not be possible but changes in wording should be kept to a minimum. To change the wording of some questions may also change the meaning conveyed to the respondent and in turn affect the answer.

To obtain adequate answers it is sometimes necessary to use probing questions. Either the original question can be repeated, a neutral question may be asked, or a reassuring statement made. One of the most common

• *Journal of the American Medical Association*, 2000; 284: 1361-1366

errors in probing is to suggest an answer to the respondent. When he hesitates the interviewer should not suggest an answer to him. Give him or her time to think. One of the best "probes" is to repeat the question.

The schedule is divided into several parts dealing with different subjects. It is desirable to make a transition statement between these parts so as to help the respondent to think in terms of the new subject. Such statements help to make the interview more natural and informal.

Closing the interview:

When the interview is finished thank the respondent for his or her co-operation. If more time has been required than you had indicated at the beginning of the interview, apologize and express your hope that it may have proven interesting.

It is important to leave a good impression. If the schedule is in any way incomplete, inaccurate, or inconsistent, you may be asked to call again in the next day or two in order to get additional information. (There is also the possibility - even likelihood - that the respondent will "spread the word" by telephone as soon as you leave.)

THE QUESTIONNAIRE

General Instruction:

The portions that appear on the questionnaire typed all in capital letters and underlined are instructions to you as the interviewer and are not to be read to the person who is being interviewed.

Comments, suggestions and explanations, where they appear desirable, are given below opposite the appropriate question numbers.

- 1a. Is to find out what people think are some of the things that concern the general public in Yuma County.
- 1b. Is to find out the extent to which the respondent thinks the concern is shared by others and the basis for whatever response is given.
2. This table is to record the answers of the respondents to the items that are listed on the deck of 18 cards. Hand the deck, arranged in any order, to the respondent, ask him to look at each card and answer questions (1) and (2). Call the respondent's attention to any that are skipped in going through the deck, making sure you obtain two responses for each item he selects.
3. This series of questions is intended to find out about any action taken or attempted by this respondent individually on any of the items he or she mentioned or any of the 18 in the deck of cards.

The purpose of the d. part of this question is to find out if the respondent is a member of any group or organization that has as one of its purposes making improvements or doing something about any of the things he mentioned or that are listed on the cards. It is to find out about any groups or organizations concerned with such issues, the respondent's participation in such and his perception of its results.

- 5. Is to find out if the respondent knows the county extension agent, how he or she became acquainted and the perception of extension work. The subparts are to find out if there is identification with the University of Arizona and to check on role definitions in relation to public problems and issues.
- 7-11. Are to find out about farm-city attitudes and attitudes toward government farm programs.
- 13-22. Are to find out the local attitudes and positions on certain items suggested by the county staff.
- 24-29. Are to get information about the respondents for analyzing the data.

YUMA COUNTY, ARIZONA, PROGRAM BENCHMARK SURVEY

Interviewer _____ Questionnaire No. _____

Sample Segment No. ____ (1) ____ (2) ____ (3) Call No. Date Time

Card No. _____ 1 _____ am

Name of person interviewed: _____ 2 _____ pm

_____ 3 _____ am

Sex: ____ (1) Male ____ (2) Female

Address _____

T.V. programs?

INTRODUCTION: I am helping with a survey that is being made by the University of Arizona. The purpose is to obtain information to use in planning an educational program in Yuma County. The answers you give will be confidential and used only to add in with the answers given by other people who are being interviewed in this county.

I want to ask you a few questions to find out what citizens like yourself think are important.

- 1a. What would you say are two or three things that people in your vicinity should be concerned about? b. Have you any reason to believe that other people in your vicinity are now concerned about (item mentioned)?

(1) _____ (1) Yes ____ (2) No ____ (3) Don't know

IF YES, Have you:

____ (1) Heard people talking about it?

____ (2) Talked with people about it?

____ (3) Read about it in newspapers or magazines?

____ (4) Heard or seen it on radio or T.V. programs?

No answer _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every aspect of their operations, from procurement to sales, to ensure that all data is reliable and accessible.

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for continuous monitoring and updates to data systems to reflect current trends and requirements. The author argues that organizations must invest in advanced technologies and skilled personnel to effectively manage large volumes of data and extract meaningful insights from it.

3. The third part of the document focuses on the role of leadership in driving organizational success. It stresses that leaders must set a clear vision and communicate it effectively to all employees. The text also discusses the importance of fostering a culture of innovation and collaboration, where team members are encouraged to share ideas and work together to solve problems. Leadership is portrayed as a dynamic process that requires ongoing communication and adaptation.

4. The fourth part of the document explores the impact of external factors on organizational performance. It discusses how economic conditions, market trends, and regulatory changes can influence an organization's ability to achieve its goals. The author suggests that organizations should conduct regular risk assessments and develop contingency plans to mitigate potential threats. Additionally, it emphasizes the importance of staying informed about industry developments and being proactive in responding to changes.

5. The fifth part of the document discusses the importance of employee development and training. It argues that investing in the growth of individual employees is crucial for the long-term success of the organization. The text suggests that organizations should provide opportunities for professional development, such as workshops, seminars, and on-the-job training. It also emphasizes the need for a supportive work environment that encourages learning and growth.

6. The sixth part of the document addresses the issue of organizational culture. It defines culture as the shared values and beliefs that guide the behavior of individuals within an organization. The author argues that a strong, positive culture is essential for attracting and retaining top talent. It suggests that leaders should actively shape and reinforce the organization's culture through their actions and communication.

7. The seventh part of the document discusses the importance of effective communication. It emphasizes that clear and concise communication is essential for ensuring that all team members are aligned and working towards the same goals. The text suggests that organizations should establish open channels of communication and encourage regular feedback. It also discusses the importance of active listening and the ability to communicate effectively across different levels of the organization.

8. The eighth part of the document addresses the issue of organizational structure. It discusses how the way an organization is structured can impact its efficiency and effectiveness. The author suggests that organizations should regularly evaluate their structure and make adjustments as needed to ensure that it supports their strategic goals. It also emphasizes the importance of clear roles and responsibilities within the organization.

9. The ninth part of the document discusses the importance of financial management. It emphasizes that sound financial practices are essential for the long-term sustainability of any organization. The text suggests that organizations should implement strict budgeting and financial controls to ensure that resources are used efficiently. It also discusses the importance of regular financial reporting and the role of financial data in decision-making.

10. The tenth part of the document discusses the importance of innovation and research and development. It argues that organizations must continuously innovate to stay competitive in a rapidly changing market. The text suggests that organizations should allocate resources to research and development and encourage a culture of experimentation and risk-taking. It also emphasizes the importance of staying abreast of the latest technological advancements and industry trends.

	<p>____ (5) Other <u>WRITE IN</u> _____</p> <p>_____</p> <p>_____</p>
<p>(2) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>____ (1) Yes ____ (2) No ____ (3) Don't know</p> <p>IF YES, have you:</p> <p>____ (1) Heard people talking about it?</p> <p>____ (2) Talked with people about it?</p> <p>____ (3) Read about it in newspapers or magazines?</p> <p>____ (4) Heard or seen it on radio or T.V. programs?</p> <p>____ (5) Other <u>WRITE IN</u> _____</p> <p>_____</p> <p>_____</p>
<p>(3) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>____ (1) Yes ____ (2) No ____ (3) Don't know</p> <p>IF YES, have you:</p> <p>____ (1) Heard people talking about it?</p> <p>____ (2) Talked with people about it?</p> <p>____ (3) Read about it in newspapers or magazines?</p> <p>____ (4) Heard or seen it on radio or T.V. programs?</p> <p>____ (5) Other <u>WRITE IN</u> _____</p> <p>_____</p> <p>_____</p>

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2. Maybe you have an idea about whether one or more of these HAND CARDS are of concern to people around here. Look over the items on the cards and tell me (1) which ones in your opinion are of concern to people around here, and (2) how important do you think the selected items are.

Response: CHECK "YES" RESPONSE ONLY

Item No.	Is this of concern to people around here?	IF YES: How important do you think it is?			IF VERY IMPORTANT OR IMPORTANT? Why as you say that?	
		Yes	Very important	Important		Little importance
1			(1)	(2)	(3)	
2			(1)	(2)	(3)	
3			(1)	(2)	(3)	
4			(1)	(2)	(3)	
5			(1)	(2)	(3)	
6			(1)	(2)	(3)	
7			(1)	(2)	(3)	
8			(1)	(2)	(3)	
9			(1)	(2)	(3)	
10			(1)	(2)	(3)	
11			(1)	(2)	(3)	
12			(1)	(2)	(3)	
13			(1)	(2)	(3)	
14			(1)	(2)	(3)	
15			(1)	(2)	(3)	
16			(1)	(2)	(3)	
17			(1)	(2)	(3)	
18			(1)	(2)	(3)	

INSTRUCTIONS:
USE BRACKETS TO INDICATE PROPER ITEM(S) WHERE MORE THAN ONE LINE IS NEEDED FOR RESPONSE(S).

3. Did you as an individual, or with others, try to do something about any of the things you mentioned or the items listed on this card?
SHOW CARD

___(1) Yes, as an individual

___(3) No

FILL OUT A, B AND C

___(2) Yes, with others

___(4) Don't remember

FILL OUT A, B, C AND D

If yes:

a. What was (were) the issue(s)?	b. What action was taken?	c. What resulted from your efforts?
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)

No answer _____

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d. IF TRIED TO DO SOMETHING WITH OTHERS:

(1) What was (were) the name(s) of the group(s) or organizations:

- (a) _____
- (b) _____
- (c) _____

INSTRUCTION: ENTER ANSWERS TO QUESTIONS (2) THROUGH (6) IN APPROPRIATE COLUMNS ON RIGHT.

Group Group Group
(a) (b) (c)

(2) How many other persons were involved. (write in the number)

(3) About how many members were in the total group? (write in number)

(4) What year was this? (write in year)

(5) About how many times a year did (does) it usually meet? (write in number)

(6) How long were you (have you been) a member. (write in full years)

e. How did you happen to become a member?

IDENTIFY RESPONSES FOR DIFFERENT GROUPS: (a) (b) (c)

f. What would you say is the (are the) most important accomplishment(s) of the group(s) to date?

(1) _____

____ (2) Don't know

4. Please name all of the organizations in which you now hold a membership or office regardless of their purpose.

	Name <u>WRITE COMPLETE NAME(S) OR NONE</u>	<u>CHECK BELOW</u> <u>IF OFFICER</u>
a		
b		
c		
d		
e		

USE BACK OF PAGE IF MORE SPACE IS NEEDED

5. Now, I want to find out if you are acquainted with certain local persons. Do you know the county agents or home agents in this county?

____(1) Yes ____ (2) No ____ (3) Uncertain

IF YES:

a. Do you remember any of their names?

(1) Names _____

____ (2) Cannot give names

b. How did you happen to become acquainted with him (her)?

(1) _____

c. How would you describe what the county agent (home agent) does?

(1) _____

d. Can you tell me how this work is financed?

____(1) Yes ____ (2) No ____ (3) Not sure

e. IF YES OR NOT SURE, how is it financed? (How do you think it is financed?)

(1) _____

f. As you understand it, what connection, if any, exists between the county agent's (home agent's) office and the University of Arizona in Tucson?

(1) _____

____ (2) Don't know

g. From what you know about the people in this county, how do you think they would feel about the county agents (home agents) working with people on problems and issues such as those listed on the cards I showed you a few minutes ago? Do you think they:

____(1) Would approve, or

____(2) Would disapprove?

Why do you say that?

(1) _____

____(2) No opinion

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every aspect of their operations, from procurement to sales, to ensure that all data is captured and stored securely.

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for flexible and scalable solutions that can adapt to new technologies and evolving business requirements. The author argues that organizations must invest in training and development to ensure that their staff are equipped with the skills necessary to manage complex data sets effectively. Additionally, the text stresses the importance of regular audits and reviews to identify potential vulnerabilities and areas for improvement.

3. The third part of the document focuses on the role of technology in enhancing operational efficiency. It explores various digital tools and platforms that can streamline processes, reduce errors, and improve communication. The author notes that while technology offers significant benefits, it also presents challenges, such as data security and integration with existing systems. Therefore, organizations must carefully evaluate their options and implement a balanced approach that maximizes the advantages of technology while mitigating its risks.

4. The fourth part of the document discusses the importance of collaboration and teamwork in achieving organizational goals. It argues that no single department or individual can succeed in isolation; instead, success is achieved through the collective effort of all team members. The text provides several strategies for fostering a collaborative culture, including encouraging open communication, setting clear roles and responsibilities, and providing regular feedback and recognition. The author also emphasizes the need for leadership to model collaborative behavior and create an environment where team members feel supported and motivated.

5. The fifth part of the document concludes by summarizing the key points discussed and offering final thoughts on the future of the organization. It reiterates the importance of continuous improvement and innovation, suggesting that organizations should always be looking for ways to enhance their performance and stay ahead of the competition. The author ends with a call to action, urging all team members to work together to achieve the organization's vision and mission.

6. I have here a card with a list of activities that the Extension workers carry on. I mean the different ways the agents work with families. I will go through the list and you can just answer YES or NO to each.

(CHECK ONE ANSWER
FOR EACH QUESTION)

During the past year:

- (a) Have you visited the Agricultural Extension office in Yuma? _____(1) Yes _____(2) No
- (b) Have any of the agents visited your farm or home? _____(1) Yes _____(2) No

Have you during the past year:

- (c) Received a letter from an Extension worker? _____(1) Yes _____(2) No
- (d) Had a telephone conversation with an Extension worker? _____(1) Yes _____(2) No
- (e) Received an Extension bulletin? _____(1) Yes _____(2) No
- (f) Read Extension articles in newspapers? _____(1) Yes _____(2) No
- (g) Seen an exhibit of 4-H Club or home economics club work? _____(1) Yes _____(2) No
- (h) Seen any 4-H Club member's project? _____(1) Yes _____(2) No
- (i) Attended any Extension meeting (field days, tours, achievement days, folk school, 4-H Club meeting, meeting at result demonstration, etc.)? _____(1) Yes _____(2) No
- Belonged to a home economics group? _____(1) Yes _____(2) No
- (j) Served as an Extension Leader? _____(1) Yes _____(2) No
- (1) In 4-H Club work? _____(1) Yes _____(2) No
- (2) As group or project leader in home demonstration work, as home demonstration club officer, or as committee member? _____(1) Yes _____(2) No
- (k) Had no contact of any kind with county Extension Service. _____

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (1)$$

where x is a real number. It is well known that this function is increasing and concave down on the interval $(-\infty, \infty)$.

2. In the second part, we consider the function $g(x)$ defined by the equation

$$g(x) = \int_0^x \frac{t}{1+t^2} dt, \quad (2)$$

where x is a real number. It is well known that this function is increasing and concave up on the interval $(-\infty, \infty)$.

3. In the third part, we consider the function $h(x)$ defined by the equation

$$h(x) = \int_0^x \frac{t^2}{1+t^2} dt, \quad (3)$$

where x is a real number. It is well known that this function is increasing and concave down on the interval $(-\infty, \infty)$.

4. In the fourth part, we consider the function $k(x)$ defined by the equation

$$k(x) = \int_0^x \frac{t^3}{1+t^2} dt, \quad (4)$$

where x is a real number. It is well known that this function is increasing and concave up on the interval $(-\infty, \infty)$.

5. In the fifth part, we consider the function $l(x)$ defined by the equation

$$l(x) = \int_0^x \frac{t^4}{1+t^2} dt, \quad (5)$$

where x is a real number. It is well known that this function is increasing and concave down on the interval $(-\infty, \infty)$.

6. In the sixth part, we consider the function $m(x)$ defined by the equation

$$m(x) = \int_0^x \frac{t^5}{1+t^2} dt, \quad (6)$$

where x is a real number. It is well known that this function is increasing and concave up on the interval $(-\infty, \infty)$.

7. How do you think the city man feels about the farmer?

(1) _____

___(2) No opinion

8. How do you think the farmer feels about the city man?

(1) _____

___(2) No opinion

9. How do you think the city man feels about the government paying farmers not to plant certain crops and supporting the prices of some crops?

(1) _____

10. In general how do you feel about the amount of help farmers are receiving from the government? Would you say they are receiving too much, about the right amount, or too little?

___(1) too much ___(2) about the right amount ___(3) too little

___(4) no opinion

IF "TOO MUCH" OR "TOO LITTLE"; why do you say that?

(1) _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text notes that without reliable records, it is difficult to track expenses, revenues, and other critical data points.

2. The second section addresses the challenges associated with data collection and analysis. It highlights that gathering comprehensive data from various sources can be a complex task, often requiring specialized tools and expertise. The document suggests that organizations should invest in robust data management systems to ensure the integrity and accuracy of their information.

3. The third part of the document focuses on the role of technology in modern business operations. It discusses how digital tools and automation can streamline processes, reduce errors, and improve overall efficiency. The text also touches upon the importance of cybersecurity measures to protect sensitive data from unauthorized access and breaches.

4. The fourth section explores the impact of market trends and external factors on business performance. It notes that organizations must remain vigilant and adaptable to changes in the market environment, including shifts in consumer behavior and regulatory requirements. The document suggests that regular market research and strategic planning are key to staying competitive.

5. The fifth part of the document discusses the importance of human resources and talent management. It emphasizes that a skilled and motivated workforce is a critical asset for any organization. The text suggests that companies should focus on recruitment, training, and employee engagement to maximize their human capital.

6. The sixth section addresses the issue of financial management and budgeting. It discusses the importance of creating realistic budgets and monitoring financial performance against these targets. The document suggests that organizations should use financial ratios and other metrics to assess their financial health and make informed decisions.

7. The seventh part of the document focuses on the importance of customer satisfaction and loyalty. It notes that providing high-quality products and services is essential for building a strong brand and retaining customers. The text suggests that organizations should implement feedback loops and customer service initiatives to continuously improve their offerings.

8. The eighth section discusses the importance of innovation and research and development. It emphasizes that investing in new technologies and processes is crucial for long-term growth and competitiveness. The document suggests that organizations should foster a culture of innovation and encourage employees to think creatively.

9. The ninth part of the document addresses the importance of legal and regulatory compliance. It notes that organizations must stay up-to-date with relevant laws and regulations to avoid penalties and legal issues. The text suggests that companies should consult with legal counsel and implement robust compliance programs.

10. The final section of the document provides a summary of the key points discussed and offers some concluding thoughts. It reiterates the importance of a holistic approach to business management, where all aspects of the organization are carefully monitored and optimized for success.

11. Do you have in mind any other comments or ideas about farm-city relationships that you would like to mention?

____(1) Yes ____ (2) No

IF YES: What do you have in mind?

12. Now, I want to ask you a few questions to get your ideas about labor unions.

a. What do you think is the chief argument in FAVOR OF LABOR unions?

b. What do you think is the chief argument AGAINST labor unions?

c. In general, do you approve or disapprove of labor unions?

____(1) Approve ____ (2) Disapprove ____ (3) No opinion

d. How do you feel about unions for these different groups of people - would you favor or approve unions for:

(1) Public school teachers? ____ (1) Favor ____ (2) Oppose ____ (3) Don't know

(2) Policemen? ____ (1) Favor ____ (2) Oppose ____ (3) Don't know

(3) Firemen? ____ (1) Favor ____ (2) Oppose ____ (3) Don't know

(4) Pro baseball players ____ (1) Favor ____ (2) Oppose ____ (3) Don't know

e. What is the picture in your mind of a typical labor leader?
What kind of person is he, how would you describe him?

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

for $x \in \mathbb{R}$. It is shown that $f(x)$ is an odd function and that $f(x) \in C^1(\mathbb{R})$.

2. In the second part, we consider the function $g(x)$ defined by the equation

$$g(x) = \int_0^x \frac{1}{1+t^2} dt + \int_0^x \frac{1}{1+t^4} dt$$

for $x \in \mathbb{R}$. It is shown that $g(x)$ is an odd function and that $g(x) \in C^1(\mathbb{R})$. Moreover, it is proved that $g(x)$ is strictly increasing on \mathbb{R} .

3. In the third part, we study the function $h(x)$ defined by the equation

$$h(x) = \int_0^x \frac{1}{1+t^2} dt + \int_0^x \frac{1}{1+t^4} dt + \int_0^x \frac{1}{1+t^6} dt$$

for $x \in \mathbb{R}$. It is shown that $h(x)$ is an odd function and that $h(x) \in C^1(\mathbb{R})$. Moreover, it is proved that $h(x)$ is strictly increasing on \mathbb{R} .

4. In the fourth part, we consider the function $k(x)$ defined by the equation

$$k(x) = \int_0^x \frac{1}{1+t^2} dt + \int_0^x \frac{1}{1+t^4} dt + \int_0^x \frac{1}{1+t^6} dt + \int_0^x \frac{1}{1+t^8} dt$$

for $x \in \mathbb{R}$. It is shown that $k(x)$ is an odd function and that $k(x) \in C^1(\mathbb{R})$.

5. In the fifth part, we study the function $l(x)$ defined by the equation

$$l(x) = \int_0^x \frac{1}{1+t^2} dt + \int_0^x \frac{1}{1+t^4} dt + \int_0^x \frac{1}{1+t^6} dt + \int_0^x \frac{1}{1+t^8} dt + \int_0^x \frac{1}{1+t^{10}} dt$$

for $x \in \mathbb{R}$. It is shown that $l(x)$ is an odd function and that $l(x) \in C^1(\mathbb{R})$.

6. In the sixth part, we consider the function $m(x)$ defined by the equation

$$m(x) = \int_0^x \frac{1}{1+t^2} dt + \int_0^x \frac{1}{1+t^4} dt + \int_0^x \frac{1}{1+t^6} dt + \int_0^x \frac{1}{1+t^8} dt + \int_0^x \frac{1}{1+t^{10}} dt + \int_0^x \frac{1}{1+t^{12}} dt$$

for $x \in \mathbb{R}$. It is shown that $m(x)$ is an odd function and that $m(x) \in C^1(\mathbb{R})$.

7. In the seventh part, we study the function $n(x)$ defined by the equation

8. In the eighth part, we consider the function $o(x)$ defined by the equation

9. In the ninth part, we study the function $p(x)$ defined by the equation

10. In the tenth part, we consider the function $q(x)$ defined by the equation

- f. What about the head of a big corporation - what kind of person is he, how would you describe him?

13. If you had a son interested in going into politics, how would you feel about it? Would you approve or disapprove?

___(1) Approve ___(2) Disapprove ___(3) Don't know

Why do you say that?

(1)

14. Compared with the general population, how would you describe people in politics or political jobs? Would you say:

They usually are: (READ POSSIBLE RESPONSES, CHECK 1 IN EACH COLUMN)

___(1) More honest,

___(1) More able,

___(2) About as honest, or

___(2) About as able, or

___(3) Less honest.

___(3) Less able.

15. If you had a considerable amount of extra money what do you think you would do with it?

Why would you do this?

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a very important document, as it sets out the President's policy for the new year.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It contains a detailed account of the financial state of the country at the beginning of the year.

3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It contains a detailed account of the state of the interior of the country at the beginning of the year.

4. The fourth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It contains a detailed account of the state of the Navy at the beginning of the year.

5. The fifth part of the document is a report from the Secretary of the War, dated January 1, 1861. It contains a detailed account of the state of the War at the beginning of the year.

6. The sixth part of the document is a report from the Secretary of the State, dated January 1, 1861. It contains a detailed account of the state of the State at the beginning of the year.

7. The seventh part of the document is a report from the Secretary of the War, dated January 1, 1861. It contains a detailed account of the state of the War at the beginning of the year.

8. The eighth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It contains a detailed account of the state of the Navy at the beginning of the year.

9. The ninth part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It contains a detailed account of the state of the interior of the country at the beginning of the year.

10. The tenth part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It contains a detailed account of the financial state of the country at the beginning of the year.

11. The eleventh part of the document is a report from the Secretary of the State, dated January 1, 1861. It contains a detailed account of the state of the State at the beginning of the year.

12. The twelfth part of the document is a report from the Secretary of the War, dated January 1, 1861. It contains a detailed account of the state of the War at the beginning of the year.

13. The thirteenth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It contains a detailed account of the state of the Navy at the beginning of the year.

14. The fourteenth part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It contains a detailed account of the state of the interior of the country at the beginning of the year.

16. We would like to get some of your ideas about the public schools.

- a. In your opinion what are some of the more important things children are taught in the local schools.

INSTRUCTION: DO NOT READ THE POSSIBLE ANSWERS TO THE RESPONDENT LISTEN CAREFULLY TO THE RESPONSES AND CHECK THE ITEM(S) THAT MOST ACCURATELY REFLECT THE IDEAS EXPRESSED. WRITE IN "OTHER" ANY IDEAS EXPRESSED THAT ARE DIFFERENT FROM THOSE LISTED.

- | | |
|-------------------------------|-----------------------|
| ___(1) English | ___(6) Government |
| ___(2) Reading | ___(7) Citizenship |
| ___(3) Mathematics | ___(8) Shop |
| ___(4) Languages | ___(9) Auto mechanics |
| ___(5) Physical education | |
| ___(10) Other <u>WRITE IN</u> | |
-

___(11) No opinion

- b. How many children, if any, do you have in:

elementary school? ___ Number

junior high school? ___ Number

high school? ___ Number

No children in family CHECK _____

- c. How do you feel about the qualifications of the teachers in the public schools?

Do you feel that they are READ RESPONSES, CHECK ONE:

___(1) Well qualified? ___(2) Fairly well qualified?

___(3) Poorly qualified? ___(4) No opinion

Why do you say that?

(1) _____

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

3. The third part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

4. The fourth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

5. The fifth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

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10. The tenth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

11. The eleventh part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

12. The twelfth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

13. The thirteenth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

14. The fourteenth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

d. Regarding the amount taught in the local schools what is your opinion of the following?

(1) English, reading, etc?

___(1) Too much ___(2) About right ___(3) Too little

___(4) No opinion

Why do you say that? (1) _____

(2) Government, citizenship, etc?

___(1) Too much ___(2) About right ___(3) Too little

___(4) No opinion

Why do you say this? (1) _____

(3) Science, mathematics, etc.?

___(1) Too much ___(2) About right ___(3) Too little

___(4) No opinion

Why do you say that? (1) _____

e. Are you in favor of or against the public schools running on a 12-month basis?

___(1) In favor of ___(2) Against ___(3) No opinion

___(4) No answer

Why do you feel that way? (1) _____

17. In your opinion, what is the main obstacle to Yuma County's future growth and development?

(1) _____

1. The first step is to identify the problem or question that needs to be answered.

2. The second step is to gather relevant information and data.

3. The third step is to analyze the information and data.

4. The fourth step is to develop a solution or answer.

5. The fifth step is to implement the solution or answer.

6. The sixth step is to evaluate the results of the solution or answer.

7. The seventh step is to communicate the results of the solution or answer.

8. The eighth step is to reflect on the process and learn from the experience.

9. The ninth step is to apply the lessons learned to future problems.

10. The tenth step is to continue to learn and grow.

11. The eleventh step is to share the knowledge and experience with others.

12. The twelfth step is to stay up-to-date on the latest developments.

13. The thirteenth step is to be open to new ideas and perspectives.

14. The fourteenth step is to be persistent and not give up.

15. The fifteenth step is to be flexible and adaptable.

16. The sixteenth step is to be creative and think outside the box.

17. The seventeenth step is to be a team player and work well with others.

18. The eighteenth step is to be a leader and inspire others.

19. The nineteenth step is to be a mentor and help others.

20. The twentieth step is to be a lifelong learner.

21. The twenty-first step is to be a role model and set a good example.

22. The twenty-second step is to be a positive influence on others.

23. The twenty-third step is to be a source of inspiration and motivation.

24. The twenty-fourth step is to be a source of support and encouragement.

25. The twenty-fifth step is to be a source of wisdom and guidance.

18. It is the policy that public utilities in this State shall charge for their services at a rate that will return a minimum of 5% on the investment. Would you say that this is:

___(1) Fair to all concerned ___(2) Unfair to the consumer

___(3) Unfair to the utility ___(4) Have no opinion

Why do you say this? (1) _____

A few issues are listed below on which many people in Yuma County take one side or the other. Please tell me what your position is on each of the following:

19. Manager vs. council type of city government.

___(1) Favor manager type ___(2) No difference

___(3) Favor council type ___(4) No opinion

Why do you take this position? (1) _____

20. Municipal vs. private ownership of water system.

___(1) Favor municipal ownership ___(2) Favor private ownership

___(3) No difference ___(4) No opinion

Why do you hold this view? (1) _____

the first part of the paper, we have seen that the function $f(x)$ is continuous at $x = a$ if and only if $\lim_{x \rightarrow a} f(x) = f(a)$.

In the second part, we have seen that the function $f(x)$ is differentiable at $x = a$ if and only if the limit $\lim_{h \rightarrow 0} \frac{f(a+h) - f(a)}{h}$ exists.

In the third part, we have seen that the function $f(x)$ is continuous at $x = a$ if and only if the limit $\lim_{x \rightarrow a} f(x)$ exists and is equal to $f(a)$.

In the fourth part, we have seen that the function $f(x)$ is differentiable at $x = a$ if and only if the limit $\lim_{h \rightarrow 0} \frac{f(a+h) - f(a)}{h}$ exists.

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In the thirteenth part, we have seen that the function $f(x)$ is continuous at $x = a$ if and only if the limit $\lim_{x \rightarrow a} f(x)$ exists and is equal to $f(a)$.

In the fourteenth part, we have seen that the function $f(x)$ is differentiable at $x = a$ if and only if the limit $\lim_{h \rightarrow 0} \frac{f(a+h) - f(a)}{h}$ exists.

21. How do you feel about the suggestion of placing all the Arizona State colleges and universities under one administrative person?

____(1) Favor the idea

____(2) Am against the idea

____(3) No opinion

Why do you feel this way? (1) _____

22. Have you heard anything about the question of Yuma County's rights to Colorado River water?

____(1) Yes ____ (2) No ____ (3) Don't remember

IF YES, what are the issues?

____(1) Arizona-California suit

____(2) Yuma County-Central Arizona dispute

____(3) Other WRITE IN _____

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the eighty-eighth is the fact that the
the eighty-ninth is the fact that the
the ninetieth is the fact that the
the ninety-first is the fact that the
the ninety-second is the fact that the
the ninety-third is the fact that the
the ninety-fourth is the fact that the
the ninety-fifth is the fact that the
the ninety-sixth is the fact that the
the ninety-seventh is the fact that the
the ninety-eighth is the fact that the
the ninety-ninth is the fact that the
the hundredth is the fact that the

23. Look over the list of topics on this card and tell me if you think you would be interested in attending a discussion series or in taking a course on any of the following topics, if available. HAND RESPONDENT CARD AND CHECK OR WRITE IN THE TOPICS WHICH INTEREST HIM (HER).

1. Methods of Logical Thought (ethics)
2. American Social History
3. Investment Principles
4. Economic History
5. American Foreign Policy
6. Practical Politics and Civic Affairs
7. American Political Thought
8. Political Science
9. Geology
10. Philosophy of Human Nature
11. Psychological basis of Human Behavior
12. Development of Human Culture
13. Biology
14. Drawing and sketching
15. Painting
16. Sculpture
17. History of the American West
18. Modern drama
19. Family financial record keeping
20. Citizenship and Political Behavior
21. Conversational Spanish
22. Leadership
23. Other WRITE IN _____

24. Not interested in any series or course.

1. The first of these is the fact that the system is not in equilibrium. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
2. The second of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
3. The third of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
4. The fourth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
5. The fifth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
6. The sixth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
7. The seventh of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
8. The eighth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
9. The ninth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.
10. The tenth of these is the fact that the system is not in a state of minimum energy. This is because the system is not in a state of minimum energy. The system is in a state of maximum energy, and this is why it is not in equilibrium.

24. Which of the following statements best describes where the respondent lives? (CHECK ONE)

☐ (1) On a farm (or ranch)
☐ (2) In the country but not on a farm (or ranch)
☐ (3) In a town or village with less than 2,500 people
☐ (4) In a town or city with 2,500 to 10,000 people
☐ (5) In a suburban area (not in city limits) of Yuma
☐ (6) In Yuma

25. What number of persons in each of the following age groups are living in your home now, including yourself, your spouse, relatives, children, hired help, etc.? (WRITE IN 0 IN GROUPS WHERE THERE ARE NONE AND CIRCLE THE AGE GROUP IN WHICH RESPONDENT BELONGS)

<u>Number</u>	<u>Number</u>
<input type="checkbox"/> Under 5 years	<input type="checkbox"/> 25-29 years
<input type="checkbox"/> 5-9 years	<input type="checkbox"/> 30-39 years
<input type="checkbox"/> 10-14 years	<input type="checkbox"/> 40-49 years
<input type="checkbox"/> 15-19 years	<input type="checkbox"/> 50-59 years
<input type="checkbox"/> 20-24 years	<input type="checkbox"/> 60 years and over

26. Which of the following is nearest your net annual income after farm or business expenses are deducted? (CHECK ONE)

<input type="checkbox"/> (1) Less than \$1,000	<input type="checkbox"/> (6) \$5,000 - 6,999
<input type="checkbox"/> (2) \$1,000 - 1,499	<input type="checkbox"/> (7) 7,000 - 9,999
<input type="checkbox"/> (3) 1,500 - 2,499	<input type="checkbox"/> (8) 10,000 and over
<input type="checkbox"/> (4) 2,500 - 3,499	<input type="checkbox"/> (9) Refused
<input type="checkbox"/> (5) 3,500 - 4,999	<input type="checkbox"/>

27. What was the highest grade you completed in school?

<input type="checkbox"/> (1) 1st - 4th grade	<input type="checkbox"/> (6) 4 years high school
<input type="checkbox"/> (2) 5th - 6th grade	<input type="checkbox"/> (7) 1 - 3 years college
<input type="checkbox"/> (3) 7th grade	<input type="checkbox"/> (8) 4 years or more of college
<input type="checkbox"/> (4) 8th grade	<input type="checkbox"/> (9) No answer
<input type="checkbox"/> (5) 1 - 3 years high school	

28. Are you employed? ___(1) Yes ___(2) No ___(3) Retired ___(4) No answer

IF YES, what is your occupation?

Kind of business: _____

Kind of work: _____

Is your employment: ___(1) Full-time ___(2) Part-time (less than 35 hours
per week)

29. How long have you lived at this address? _____ Years

How long have you lived in Yuma County? _____ Years or _____ Native

IF NOT NATIVE:

Where did you live before coming to Yuma County?

Town _____ State _____

ROOM USE ONLY

~~MAY 10 1964~~

~~JUN 10 1964~~

~~JUN 10 1964~~

~~JUN 8 1964~~

~~AUG 10 1964~~

~~AUG 31 1967~~

~~JUL 20 1964~~

~~OCT 20 1965~~

~~SEP 11 1965~~

~~OCT 11 1965~~

~~NOV 25 1965~~

~~JAN 6 1966~~

~~FEB 10 1966~~

~~FEB 18 1971~~ 176 64

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