

1964

Annual Report

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1964 ANNUAL REPORT

Prepared
and
Submitted by

DEPARTMENT OF EXTENSION PERSONNEL DEVELOPMENT

of the

NORTH CAROLINA COOPERATIVE EXTENSION SERVICE
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
NORTH CAROLINA STATE OF THE UNIVERSITY
OF NORTH CAROLINA AT RALEIGH

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INTRODUCTION

The Department of Extension Personnel Development is an integral part of the North Carolina Cooperative Extension Service, and is also an academic department within the College of Agriculture and Life Sciences. Its full-time professional staff hold joint Extension and Research-Teaching appointments. The Department's Head is also an Assistant Director of the North Carolina Cooperative Extension Service. Three of the professional staff members in the Department hold the Extension title of State Training Leader.

The Department was officially established in its present form in April, 1964. The functions, staffs and budgets of both the Extension Program Planning and Training Sections were incorporated into the new department. In their official communique establishing the Department, Chancellor Caldwell, Dean James and Director Hyatt defined its major function as

that of developing a dynamic continuing education program (at both the in-service and graduate training levels) for professional adult educators in the Cooperative Extension Service and related organizations in the State. A corollary function was to develop and initiate a long-term research program in Adult and Extension Education.

A unique but essential feature of the Department's organization was the appointment of an associate faculty group to support the efforts of the Department staff. This faculty group includes representatives of the Departments of Agricultural Economics, Agricultural Education, Child Development and Family Relations, Political Science, Psychology, Rural Sociology and Statistics.

An official plan of work was developed by the Departmental staff to guide their efforts. Major objectives in the plan were to:

1. Develop the framework for a total Department program that would embrace continuing educational opportunities for Extension staff members and other adult educators at the induction, in-service and graduate training levels.

2. Continue and strengthen induction and in-service training activities.
3. Establish a graduate program in Extension Education at the Master's level.
4. Develop and initiate a rigorous long-term research program in Adult and Extension Education.
5. Recruit additional highly qualified professional staff members for the Department.

Accomplishments attained in relation to these objectives and others which were not planned are reported in the following sections.

DEVELOPMENT OF A FRAMEWORK FOR THE DEPARTMENTAL PROGRAM

The success of a Department's program is closely associated with the time and effort devoted to planning. Another important factor is the extent to which those who are to be served by the program are either directly or indirectly involved in the planning.

Hence, one of the first actions taken was the establishment of an Overall Personnel Development Committee and four subcommittees (induction, in-service, graduate and

research). The role of the Committee(s) is to assist the staff in planning a comprehensive program designed to meet the training needs of Extension staff members and other professional Adult Educators. The Department staff, assisted by the Committee, identified the following objectives for the Department.

- A. To provide leadership in effecting long-term, continuing professional improvement programs for North Carolina Extension workers and other Adult Educators, designed to strengthen their:
 - 1. Understanding of the development and utilization of technical subject matter.
 - 2. Understanding of the background, philosophy, objectives, policies and organization of the Cooperative Extension Service.
 - 3. Understanding and proficiency in the application of the basic principles and processes of programming.
 - 4. Competence in the application of the principles of learning and teaching.
 - a. principles of communication
 - b. structure and dynamics of human society
 - c. human development processes
 - d. principles of management

5. Proficiency in dealing with human resource development problems in an objective and informative manner.
 6. Knowledge and understanding of the psychological and social forces affecting Administration and supervision in the Cooperative Extension Service.
 7. Understanding and proficiency in applying the principles and techniques of evaluation to Extension Education.
- B. To provide leadership in the development of a comprehensive, on-going research program designed to help Extension staff members:
1. Systematically evaluate their work.
 2. Modify and improve current teaching methods and take advantage of new methods as they become available.
 3. Analyze the interests and needs of people they serve and utilize the programming process for teaching purposes.

C. To provide scientific facts about Extension for administrative and supervisory consideration in the formulation of programs, policies and procedures.

Within the framework of these objectives, the Department's program and staff were organized as follows:

Overall Administration of Department -- Edgar J. Boone
Pre-service and Induction Training -- Emily H. Quinn
In-service Training -- Fred S. Sloan
Graduate Training -- Robert J. Dolan
Research -- Paul Marsh
Foreign Student Training -- Fred S. Sloan
Departmental Seminars -- C. M. Ferguson

STAFF ADDITIONS TO THE DEPARTMENT

The following staff members were added to the Department during 1964:

Dr. Emily H. Quinn joined the Department staff as Associate Professor and State Training Leader January 1, 1964. Dr. Quinn is a native of Georgia. Her Ph.D. degree was obtained at the University of Wisconsin in Cooperative Extension Administration.

Dr. Robert J. Dolan joined the Department staff as Associate Professor and State Training Leader September 1, 1964. Dr. Dolan is a native of Louisiana.

His Ph.D. degree was earned at Louisiana State University in Sociology.

Professor Clarence M. Ferguson joined the Department staff as a Visiting Professor October 1, 1964. Professor Ferguson has served as Assistant Secretary of Agriculture, Administrator of the Federal Extension Service, Director of the Ohio Cooperative Extension Service and, more recently, as a Professor of Extension Administration at the University of Wisconsin.

PRE-SERVICE, INDUCTION
AND
IN-SERVICE TRAINING

Pre-service Training

At the request of the Dean of the School of Home Economics at the University of North Carolina at Greensboro, three class sessions were conducted for Freshmen in Home Economics to acquaint them with career opportunities in the Cooperative Extension Service. These sessions included a discussion of the role of Home Economists in the organization. Based upon questions and comments, it was apparent that the participants knew very little about the Cooperative Extension Service. It is requested that this experience be provided the Freshmen in Home Economics in subsequent years.

Induction Training

A. Induction Training conducted this year.

A major concern of the North Carolina Cooperative Extension Service is providing appropriate and adequate training for the sizeable number of new staff who enter the Service. Two (5 day) training sessions for new agents having primary responsibility for educational leadership in 4-H Club Work were conducted during the year. A total of 62 agents participated.

The major objectives of the training sessions were to help new agents better understand the Cooperative Extension Service and how to conduct 4-H Club Work at the county and community levels.

B. Establishment of Induction Training Committee

A major development in training new workers in the State was the establishment of an Induction Training Committee. The role of the Committee is to assist the staff in developing a systematic and orderly approach to the training of the nearly 100 new staff members per year.

The Committee has met several times, and has begun to examine various methods for assessing the training

needs of new staff members. In addition, they have begun to explore the role of several key positions in assuming more responsibility for the training of persons under their supervision.

In-Service Training

During 1962 and 1963 certain steps were taken by the Cooperative Extension Service which were designed to increase the effectiveness of the work at the county level and also the in-service training efforts. These steps were described in the Annual Reports for 1962 and 1963. However, to give proper meaning to the activities undertaken and work accomplishments as reported here, a brief review of the major steps previously reported is important.

In early 1962 areas for major program emphasis were established in each of the 100 counties. Primary leadership responsibilities for each of these areas were assigned to one of the county Extension staff members. This made it possible to more clearly define the responsibilities and the role expectations of each agent, and also to better determine his training needs. The next step was to arrange for a number of in-service training sessions which were designed to provide "in-depth" training in certain subject

matter areas. These were planned and conducted through an interdisciplinary approach involving Extension, Research and Teaching faculty members from the appropriate disciplines. Agents participating in each training session had similar responsibilities and a definite attempt was made to group them according to existing levels of technical knowledge and competency. The program content and level of instruction was then specifically designed for each particular group. From 20 to 30 agents participated in each training session. Each session was usually five days in length. Two kinds of evaluation were conducted in connection with each session. The participants were evaluated as to their level of performance by written tests and examinations or through the assignment of a special problem. The students were then given opportunity to evaluate the total training session, including program content, effectiveness of presentation, suggestions for improving future training sessions, etc. A summary of the evaluation by the participants was prepared and discussed with the training staff and a copy sent to each participant.

A. In-service Training conducted this year.

"In-depth" training sessions conducted this year followed the same general pattern described above. The subjects involved were:

1. Sweet Potato Production and Marketing
January 27-31, 1964
22 Participants from 18 counties
2. Beef Cattle Production
May 18-22, 1964
21 Participants from 21 counties
3. Grain Production and Marketing
March 3-5, 1964
25 Participants from 25 counties
4. Use and Analysis of Dairy Farm Business Records
October 19-23, 1964
15 Participants from 15 counties

B. Proposal relative to In-service Training.

At the request of the Administration, a proposal relative to policies and procedures for planning and conducting in-service training activities was prepared and submitted to the Director. The basic ideas contained in the proposal were:

1. The Department of Extension Personnel Development should coordinate all in-service training activities for Extension personnel.
2. Written proposals for each in-service training activity would be prepared by the staff member or members initiating the proposal and then submitted to this department for distribution to members of the Administration.

3. Each proposal to contain the following information:
 - a. nature or title of proposed training
 - b. situation and/or why this training is needed
 - c. factors to be considered or criteria for identifying those persons who need this particular training
 - d. list of Extension workers identified by application of the criteria
 - e. brief description of proposed program content
 - f. departments in addition to the one making the proposal which would be involved in planning and conducting the training
 - g. plan for evaluating the level of performance of each participant
 - h. plans for follow-up work with participants after training is given
 - i. number of participants desired, days needed for training, where training is to be conducted and when training is to be given.
4. When a proposal is approved by the Administration the following steps are to be taken:

- a. appropriate staff members from departments to be involved meet together to make detailed plans for the training
- b. a topical outline of proposed training is made available to the appropriate District Agents in order that they may send a copy to each of their agents identified by the criteria with a suggestion that if they would like to participate to request authorization
- c. upon completion of each training session, the training staff would evaluate through some appropriate means the level of performance of each participant and furnish this information to this department so it might be incorporated in each participant's cumulative training record
- d. soon after completion of the training session, an evaluation questionnaire will be prepared and sent to each of the participants and then summarized and discussed with the training staff as a basis for improving future training sessions.

ESTABLISHMENT OF GRADUATE PROGRAM
IN EXTENSION EDUCATION

A major accomplishment was the establishment of a graduate degree program in Extension Education in August, 1964. Two degrees, namely: (a) Master of Science with a major in Extension Education and (b) Master of Extension Education, were approved in August, 1964.

The new degree program is an interdisciplinary one encompassing major concepts in both Education and the Behavioral Sciences. It is designed to provide students the opportunity to develop a broad and comprehensive understanding of Adult Education and a high level of professional competence in designing and conducting scholarly research. A thorough mastery of this broad field requires that one attain a basic understanding of the adult and society, and the theories of learning, social action, group processes, communications and planning requisite to effecting change among people. Considerable emphasis is placed on students understanding the interrelationship of relevant theories and concepts in the Behavioral Sciences and how they apply to the Adult Education profession.

Both degree programs require a major and minor. The major includes a core of interrelated courses relevant to

Extension Education drawn from the Departments of Extension Personnel Development, Agricultural Education, Agricultural Economics, Child Development and Family Relations, Rural Sociology, Psychology, Political Science and other allied departments. The minor is elected from an appropriate specialized field in technical subject matter or the social sciences. A Research Methods course is required in both degree programs. The two degree programs differ in several ways. Thirty credit hours are required in the Master of Science program, including an advanced course in statistics and a reading knowledge of a modern foreign language. The Master of Extension Education degree requires a minimum of thirty-six hours but there are no statistics or foreign language requirements.

A. Coordination of the Graduate Program.

Because of the interdisciplinary nature of the program, coordination of the Department staff's effort with those of other departments on the campus is absolutely essential. This coordination has and is being effected through several methods. The active involvement of the Department's associate faculty in planning graduate student programs has

been an effective coordinating method. Several meetings have been held with Department Heads concerning evening and summer school course offerings. Close contact is also maintained with the Dean of the Graduate School and the Director of Resident Instruction in the College of Agriculture and Life Sciences. Too, graduate students in the Department participated in 20 different courses offered in three colleges (Agriculture, Liberal Arts, Education) during the past year. An attempt is also being made to coordinate graduate student research in the Department with related projects in other departments.

B. Examination of Graduate Training Needs.

In June, 1964, the Graduate Training Subcommittee of the Overall Extension Personnel Development and Research Committee was established as an advisory group on graduate training. The functions of this committee are to study and make recommendations on graduate training and suggest methods for further development in this area and to submit recommendations to the Overall Extension Personnel Development and Research Committee for appropriate action.

The Committee met once during the year to discuss possible summer school course offerings for 1965. Suggestions were based on needs of Extension staff as seen by Administrators, supervisors, specialists and county staff.

C. Current Status of Degree Program.

Sixty-nine (69) persons have been officially admitted to the Graduate School for study in Extension Education. This total includes 16 women and 53 men. Four out-of-state persons have been admitted for graduate study in the Department.

Approximately 250 different persons have participated in a graduate level course either taught by or recommended by the Department. Courses in which these persons have participated on the North Carolina State campus include:

<u>Course Title</u>	<u>Number Participating</u>
1. Programming in Adult Education*	153
2. Community Organization	57
3. Psychology of Adult Learning*	41
4. Leadership	29
5. Social Agencies and Programs	26
6. Current Issues in Adult Education*	22
7. Public Administration	21
8. Weed Control	18

9. Research Methods in Social Science	17
10. Planning Farm and Area Adjustments	13
11. Effective Teaching	11
12. Adult Education in Agriculture	9
13. Principles of Counseling	9
14. Agricultural Policy	6
15. Tobacco Technology	6
16. Soil Management	5
17. Rural Community	5
18. Social Psychology	4
19. Statistics in Social Science	3
20. Program Planning in Vocational Agriculture	2

*Extension Personnel Development Courses

Of the 250 different persons participating in courses on the North Carolina State campus, their academic status may be described as follows:

Admitted to Graduate School in Full Standing	32
Admitted to Graduate School Provisionally	37
Graduate Special	168
Undergraduate - Unclassified	13

Nine full-time students are currently enrolled in the Department's graduate program. Eleven students from other departments are presently pursuing minors in Extension Education.

D. Graduate Seminars.

During the Fall Semester, 1964, the Department held a series of graduate student research seminars.

These were designed principally for full-time students to become informed regarding the content and procedures of the graduate program, to acquire information about departmental and university resources available to them and to develop a preliminary research proposal for their thesis. The seminars proved to be quite successful since all full-time students developed a complete proposal by the end of the semester. Also, students were extended the opportunity to critically appraise each other's proposal. This procedure for improvement of the proposals was well received by faculty and students.

In addition, the Department conducted a special series of seminars on the "Human Element In Administration." This weekly seminar series was participated in by nearly 25 Extension administrators and supervisors.

Considerable effort has been devoted to the planning of a graduate seminar in Adult Education for the 1965 Spring Semester. Seminar topics and speakers include:

The Scope of Continuing Education in North Carolina	Harry C. Kelly, Dean of Faculty
The Scope of General Extension in Continuing Education	Jack Suberman, Director Summer Sessions
The Role of The Cooperative Extension Service in Continuing Education	George Hyatt, Jr., Director N.C. Cooperative Extension Service
Continuing Education in North Carolina as viewed by the Board of Higher Education	William Archie Director N.C. Board Higher Education
Functions of the North Carolina Fund in Fostering Continuing Education	George Esser Director North Carolina Fund
Library Resources and Programs in Continuing Education	Elizabeth Hughey, State Librarian
Community Colleges and Continuing Education	I. E. Ready and Monroe Neff, Department of Community Colleges

E. Graduate Assistantships.

Four research assistantships valued at \$2700 each were given to the Department by the School of Agriculture and Life Sciences. In addition, the Peanut Growers' Association gave the Department a \$1000 scholarship for human behavior research related to the peanut industry.

F. Physical Facilities.

The Department was assigned two graduate study offices in the 1911 Building. These offices have

been furnished with desks, chairs and reading lamps. In addition, a calculator and three typewriters were obtained for the students' use. The offices are equipped to adequately house seven graduate assistants.

EXTENSION SUMMER SCHOOL AND OFF CAMPUS COURSES

A. Extension Summer School.

The 1964 three-week Extension Summer School was held June 29 - July 16 on the North Carolina State campus. A total of 108 Extension staff members participated in eight three-credit courses representing seven departments. Courses included (1) Planning Farm and Area Adjustments, (2) Public Administration, (3) Weeds and Their Control, (4) Principles of Extension Education, (5) Agricultural Policy, (6) Leadership, (7) Adult Education in Agriculture and (8) The Extension Programming Process. Extension personnel participating received a scholarship awarded by the Extension Service.

B. Off Campus Courses.

In addition to graduate study on the Raleigh campus, the Department staff was instrumental in arranging for Extension staff members to participate

in graduate level courses taught at five other State institutions. They are listed as follows:

<u>Institution</u>	<u>Course</u>	<u>Number Participating</u>
East Carolina College	Counseling	21
UNC-Charlotte	Adult Education	11
Appalachian College	Counseling	4
Western Carolina College	Group Dynamics	<u>3</u>
	Total	39

The above courses were recommended by the Department and accepted by the Graduate School as part of the curriculum of the students participating.

EXTENSION RESEARCH

Several research projects were launched during the year. Among these were the following:

- A. A Study of Educational Attainment, Occupational History, and Occupational Aspirations of a Disadvantaged Group.

The general purpose of this study was to obtain data that would provide the North Carolina Extension Service and other agencies with a sounder basis for developing programs to meet the needs of the "disadvantaged." Specific areas about which data was obtained included: (1) educational level and vocational training; (2) employment history; (3) the

extent of poor health and physical handicaps;
(4) levels of occupational aspiration and willingness to migrate and/or to participate in training programs in order to attain these aspirations; (5) knowledge of and contact with various public agencies and (6) access to communication media, organizational participation and informal leadership patterns.

The data were collected with the assistance of Mr. A. S. Bacon and Mr. J. Neil Raudabaugh and Dr. Ward Porter of the Extension Research and Training Division of the Federal Extension Service in April of 1964. Data were obtained from 566 household heads and additional information from 827 individuals in these households who were between 15 and 50 years of age and out of school.

All data have been transferred to IBM cards and most runs have been made. The following report is in manuscript form and is being reviewed for publication:

North Carolina Training Needs Study -- Preliminary Report Number 1: Interest in Training

The tabulations and analyses have been completed and the manuscripts are partially completed for the following publications:

Preliminary Report Number 2: Knowledge of and Contact with Public Agencies

Preliminary Report Number 3: Characteristics of the Families -- Composition, Income, and Level of Living

The tabulations are largely complete for the following reports, but writing has not yet begun:

Preliminary Report Number 4: Educational Levels and Employment

Preliminary Report Number 5: Organizational Participation and Leadership

Preliminary Report Number 6: The Extent of Despair and Alienation and Some of Its Consequences

A Final Overall Summary Report

This project is under the direction of C. Paul Marsh, Extension Rural Sociologist, and Mrs. Minnie M. Brown, Assistant State Home Economics Leader:

- B. The Relationship between House Furnishing Practices and Stage in Family Life Cycle.

The primary purpose of this study is to gain information that may be used in adapting house

furnishing programs to families in different stages of the family life cycle. The study is limited to a sample from a single county. The data have been collected and analyzed and the report is nearing completion.

The study is being conducted by Mrs. Lillie Little, House Furnishing Specialist with the assistance of Dr. Edgar J. Boone, Assistant Director and Mrs. Savannah Day of the Home Economics faculty of the University of North Carolina at Greensboro.

C. A Study of Housing Conditions and Plans for Housing Improvement in a Wayne County Community.

This study is designed to provide data for the planning of an intensive pilot housing program to be carried out cooperatively by the Cooperative Extension Service and local representatives of the building trades and businesses. The detailed planning, including the first draft of the instrument for data collection, has been completed.

Mr. Woodley Warrick, Agricultural Engineering Specialist (housing) is the project leader.

D. Graduate Student Research.

The detailed planning has been largely completed for a number of studies to be conducted by graduate students in Extension Education. In each of these studies, decisions as to research design have been made and, in most cases, the construction of the instrument for data collection has been begun.

1. A Study of North Carolina Extension Chairman's Perception of the County Agricultural Extension Advisory Board (R. W. Shearon under the direction of Emily H. Quinn)
2. A Study of County Commissioners' Perception of the North Carolina Cooperative Extension Service (Estelle E. White under the direction of Edgar J. Boone)
3. Role Consensus and Role Conflict in the Relationship between County Extension Agents and the Integrated Poultry Industry (Raymond J. West under the direction of Edgar J. Boone)
4. A Study of the Role of the County Extension Chairman in Public Affairs Education (Wallace Nave under the direction of Robert J. Dolan)
5. Factors Associated with the Adoption of Peanut Practices Recommended in the All-Practice Demonstration (Gene A. Sullivan under the direction of Robert J. Dolan)
6. The Relationship of the Adoption of Recommended Practices to Peanut Yields (Larry L. Hodges under the direction of Robert J. Dolan)

7. A Study of the Adoption of Selected Production Practices and Other Factors and Their Association to Tobacco Yields in Wayne County, North Carolina (William S. Lamm under the direction of Rober J. Dolan)
8. A Study of the Adoption of a Home Economics Practice (Maidred Morris under the direction of Emily H. Quinn)
9. A Study of the Value-Orientations of North Carolina County Extension Chairmen (Woodrow Sears under the direction of Edgar J. Boone)

OTHER IMPORTANT ACTIVITIES

A. Reports and Penalty Mail.

Department personnel administer the provisions of the Penalty Mail Act as they refer to members of the North Carolina Cooperative Extension Service. Reports are made to the counties semi-annually of all returned mail, thus providing an additional means of keeping county mailing lists current.

Reports of hail and wind damage are assembled in the Department, recapped, summarized and forwarded to the Weather Bureau and the State Statistician.

All Extension statistical reports for the State are summarized in the Department for forwarding to the Federal Extension Service with copies for State Administrators and supervisors.

B. National Committee Assignment.

Dr. Boone and Dr. Quinn continue to serve on the subcommittee of E.C.O.P. which has the responsibility for identifying concepts upon which a graduate curriculum for Extension workers can be developed.

C. Participation in Out-of-state Conferences.

Members of the Department participated in Extension conferences in Florida, Virginia, Illinois and Ohio and a Southern Regional Extension Conference. Dr. Boone spoke at a seminar in Adult Education at the University of Chicago.

D. Participation in State and District Meetings.

The Department staff has participated in District staff meetings and the Annual meetings of District County Agents' Association. Support was given to the Community Development program through participation in judging and accepting speaking engagements at community achievement meetings.

E. Assistance to Other Agencies

The Administrative staff of the School Lunch Program sought assistance from the Department in providing both in-service and graduate training for members of their staff.

Plans have been developed for a week's conference for members of the School Lunch supervisory staff and for the enrollment of thirteen members in the Department's regular courses.

F. Foreign Visitors

A staff member of this Department serves as the Official Contact Officer for the Foreign Nationals programmed to the institution by A.I.D., F.A.O. and certain other government agencies and private organizations. This assignment was given by Dr. John T. Caldwell, Chancellor of North Carolina State. The duties and responsibilities include the following:

1. Receiving proposals from the above agencies and organizations relative to specific types of training and learning experiences being provided by the institution for one or more foreign nationals.
2. Studying each proposal, particularly the program objectives, to determine which department or staff member it should be sent.
3. Sending the proposal, including a copy of the information received, to the appropriate Department

Head or staff member with the request that he notify the Official Contact Officer in this Department at an early date as to their decision. If the proposal is accepted, the name of the staff member who is to be primarily in charge of the participant's program is requested.

4. Notifying the sender of the proposal as to our decision and, when applicable, the provisions under which it is accepted. If the proposal is rejected, the reasons why are given.
5. Serving as the first point of contact on the campus for each foreign visitor. At this time the program objectives are reviewed with the participant and pertinent information given.
6. Contacting the staff member to whom the visitor is to be directed to inform him of the visitor's arrival and other matters which are considered pertinent.
7. Providing assistance in planning programs, particularly for groups of two or more when field study rather than formal academic training is involved.

8. Providing much of the training for both individuals and groups relative to the organization, program and procedures of the Cooperative Extension Service when a study of this is included in the program objectives.
9. Serving as the Official Contact and Advisor for each visitor relative to various personal problems he may encounter or experience.
10. Keeping a complete and accurate record on each visitor, including dates of arrival and departure, transportation provided by the institution, etc.
11. Preparing quarterly billings and invoices for reimbursement to the institution for services rendered.
12. Determining the need for and approving all expenditures from institutional funds expended in connection with foreign training activities.

The above duties and responsibilities apply to all foreign visitors programmed through this Department but to varying degrees. There is great variation in duration of programs. Some visitors are programmed to the institution for only one day. Some others may be programmed

for more than two years, but the majority are programmed from two weeks to three or four months.

During this year 160 foreign nationals were programmed, with 46 countries being represented. Some of the programs were continued from the previous year but completed during this year. Others were started and completed this year, while others started this year but will not be completed until 1965 or 1966.