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A STUDY OF EXTENSION SERVICE ADVISORY COMMITTEES
IN ELEVEN WESTERN STATES AND IN MONTANA

by

NELS BOE

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of the requirements for the degree

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Approved:

Doug Bishop
Chairperson, Graduate Committee

Max L. Anderson
Head, Major Department

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
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ABSTRACT

It was the purpose of the study to compare the methods used by county extension agents in the 11 western states and Montana when establishing local advisory committees. A further comparison was made among these extension agents to determine the training they provided for their committee members and the techniques they used to maintain their councils.

A questionnaire was developed and mailed to 55 extension agents in the 11 state area and all of the agents in Montana. A 95-96% return was realized within a three week period. The data from these questionnaires were assembled and analyzed.

The most significant findings of this study were:

- (1) Advisory councils assist extension agents to identify the program areas on the needs of people in their counties.
- (2) When selecting advisory councils extension agents regard training in communications, diffusion process, and social action process as important selection criteria.
- (3) Training of the member of the advisory council, after appointment to the extension advisory council, in the social action process, the diffusion process, and communications was not provided by the respondents of the study.
- (4) County agents who operate their program with help from advisory councils regard many kinds of assistance as important help in identifying program areas and topics.
- (5) The study revealed that agents who operate their extension program with an advisory council do so with agriculture and home economics backgrounded persons. Leadership was also an important trait that agents watched for when selecting advisory committee members.
- (6) Although 4-H is an important part of the extension programs teenagers are members of advisory committees only in a few of the counties.

CHAPTER I

INTRODUCTION

The Cooperative Extension Service is one of three functions of the countries land grant universities. The other two functions are resident instruction and research. The Extension Service was created by the Smith Lever Act, an act of Congress in 1914. It was created out of a concern for providing people in the outlying communities with useful agriculture and home economics information. As a result of this need, a national network of Federal, State and County offices were organized and developed. The local extension offices were staffed by College trained men and women commonly known as county agents.

The main job of the county agent was to provide the education needed at the community level. The education which county agents make available must be relevant to the needs of the people they serve. Therefore, the county agent must devise a means of identifying the real needs of the people and then develop an educational program to meet those needs. The author believes advisory councils can be an effective means to learn of these needs.

Statement of the Problem

Since identifying the needs of people at the local county level is a continual process in which county agents engage there is a need for research on the procedures used by county extension workers to locate,

select, train and maintain an advisory council

Rationale for the Study

The researcher, in discussing this topic with other agents, is of the opinion that there is no one method used in obtaining input from local people to identify their needs. Some agents, it was learned, developed educational programs by themselves; choosing certain problem areas which they see as being most relevant. Some agents rely on input from producer organizations, 4-H councils or agri-business firms. Still others may use a combination or all or none of the above procedures. The researcher also interviewed the director of extension, Torlief Aasheim (now retired) to get his opinion on needed research. Aashiem felt there was a real need to find how many agents had advisory committees and how the councils operate. Director Aashiem stated he had no way of knowing which agents had advisory committees as no studies had been conducted in this area. The above methods, primarily informal which are used to identify areas of work may or may not identify the real needs of the people in the community or county. The researcher is aware that some agents have organized local persons in a formal way to serve on advisory councils which meet periodically and study the situations that prevail in order to identify the areas which deserve educational programs. Using this procedure, county extension staffs pinpoint needs and then develop educational programs which meet the needs of local people.

Formal advisory councils can be used to identify needs; develop, initiate, and evaluate programs. These councils provide the agent with a means for systematic use of local advisory people. Knowing how to most effectively organize and use local advisory boards would seemingly be valuable for personnel in county extension work. By sharing the findings of this research with agents who desire to organize, train and maintain advisory councils, agents may be motivated towards better use of local persons as advisors.

County extension workers are community resources and as such, they need to be familiar with the concept of using local clientele in an advisory capacity. Documents that outline the county agents responsibility to involve local people in program development are pointed out in the Smith Lever Act and Montana State Extension Manual of Policy and Procedures. These papers discuss involvement of appropriate people in program development. The Smith Lever Act indicated that:

On or about the first day of July each year after the passage of this act, the Secretary of Agriculture shall ascertain as to each state, territory of possession whether it is entitled to receive its share of the annual appropriation for cooperative agricultural extension work under this act and the amount which it is entitled to receive. Before the funds herein provided shall become available to any college for any fiscal year, plans for the work to be carried on under this act, shall be submitted by the proper officials of each college and approved by the Secretary of Agriculture.^{1/}

¹U.S. Congress, Senate A Bill to Update the Smith Lever Act of 1914 H.R. Public law 83, 83rd Cong., Chapter 157 1st. sess, 1979

The Manual of Policy and Procedures for the Montana Extension Service also states the need for input from the local people. It requires that the county agent, with the cooperation of the members of his staff, will involve the people of his community in determining a program.^{2/}

Upon determining a program, a plan of work is written. The plan of work is the annual document that is sent to the state extension office as evidence of the plans for extension education in the county. The state extension service also writes a state plan of work which is submitted to the Federal Extension Service as evidence of the scope of its educational activity.

The National Extension Committee on organization and policy (ECOP) appointed a program development Ad Hoc committee in 1971 to examine program development procedures. The ECOP report was explicit about the importance of close communication with the local people. The two dimensions of program development outlined in the report include communications, and understanding of the role of local people in choosing subject areas for extension workers. In developing the organizational base the ECOP report stated that extension's objective is to form, develop and maintain the organizational involvement of appropriate people for the purpose of planning and implementing

²Montana Cooperative Extension Service, Manual of Policy and Procedures p. 116

extension's educational program.^{3/}

The report also asserts the need to reach all of the people from all races and walks of life. According to the report, agents are to compose and maintain membership of program development groups considering representatives of total potential recipients, including race, national origin, sex and socioeconomic situation and set tenure and plan for replacement of members.^{4/}

Although official documents spell out the responsibility of the county agent for using advisory councils, how to most effectively use advisory councils remains a question to be answered by extension personnel. Thus, research is justified and needed to determine how county agents are involving local people in program development.

Objectives of the Study

1. To identify methods used by county extension agents to obtain, train, and maintain an advisory committee.
2. To determine what advisory committees do to assist a county agent with an extension plan of work.
3. To compare the method used by the agents of the 11 western

³ Extension Program Development, Roger L. Lawrence, chairman (Ames, Iowa: Iowa State University 1973) p. 5

⁴ ibid p. 6

states and the agents in Montana when establishing and utilizing advisory committees.

Definition of Terms

The following terms are to gain a better understanding of the study.

1. Clientele - The aggregate of county residents who are actual potential program participants.
2. Committee (council) - An elected, selected or appointed group organized to promote council and evaluate extension programs.
3. Community - People living under a common culture and/or having a geographical focus for some major interests, concerns, activities, and/or problems
4. Plan of Work - A written outline of strategy for one year or less, for each problem or concern included in a program. The outline shows how the problem or concern is to be developed into an educational program.
5. Extension program of work - Agreed upon priority needs, concerns, problems, and interests that fall within the scope of the extension unit's responsibilities, together with the relevant objectives that are to be achieved within a designated period of time.

6. Problem or need (educational) - A situation or condition which, after study, is believed should be changed and the desired change can be brought about in total or in part through educational endeavor.
7. Training - A process of helping others to acquire knowledge and skills.
8. Eleven western states - This term, as used in this study is intended to mean the following states: South Dakota, North Dakota, Kansas, Nebraska, Wyoming, Utah, Idaho, Nevada, Arizona, New Mexico, and Colorado.
9. K.E.E.P. - A leadership development program funded by the Kellogg Extension Education Program. The program of leadership and administration was founded in the Montana Extension Economics department and has been an on going program for approximately 7-8 years. The program has trained Montana adults and some teenagers in leadership and other valuable human relation disciplines such as social action process, group communications, decision making and others.

Methodology

In order to collect and analyze data pertaining to the purposes and objectives, it was necessary to determine the population of the study, develop the instrument for collecting data and develop a

procedure for collecting and analyzing the data.

The Study Population

The study population consisted of agents in 11 western states and in Montana. Eleven western states were chosen because they resemble the state in which the researcher works. The researcher felt that five county agents from each of the western states would provide sufficient data to determine the methods used when establishing and utilizing advisory committees in the 11 western states. To obtain the names of these persons the directors from each of the 11 states were asked to identify county agents who they believed had advisory committees. The directors of the 11 western states each sent five names of county agents who they felt were using extension advisory committees. The rest of the study population consisted of one county agent from each county or multi-county extension office in Montana.

Developing An Instrument for Data Collection

In order to obtain the data needed to quantify the objectives of the study a questionnaire was developed. A mail questionnaire was developed since it was not possible financially to contact the population personally. A telephone survey was ruled out because this

would also be too expensive. It was determined a mail questionnaire would be appropriate because the agents would have a few minutes to study the questionnaire and respond as accurately as possible to the questions. The questionnaire was designed so that the data would reveal how county agents responding obtained and maintained their extension advisory committees. The questionnaire was developed by the researcher and reviewed by Dr. Douglas Bishop, Professor of Agricultural Education and Dr. Max L. Amberson, Agricultural Education Department Head, Montana State University, Bozeman, Montana, and Dr. Charles Rust, Montana Extension Service Program Coordinator. The instrument was tested by three extension state staff persons and two county extension agents.

Collection of the Data

In order to collect data from the county agents in the eleven western states and from the county agents in Montana the questionnaire was mailed to the identified population. A letter was attached to the questionnaire that explained the purpose and objective of the study, see Appendix B and C page 64 and 66. A self addressed stamped envelope was enclosed with the questionnaire. A follow-up letter was sent to those agents who did not respond to the first questionnaire, asking them to return the questionnaire as quickly as possible, (Appendix E).

The data obtained from the questionnaire were reviewed and posted on a large summary sheet. One sheet was prepared for the eleven western states and one sheet was prepared for Montana. The names of the county agents were listed in a vertical column and key words of the questions on the questionnaire were entered appropriately from each agent. As a means of analyzing this data, tables were prepared for each question and the data posted on the charts was entered in the tables.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

Extension Workers as Teachers and Organizers

Extension is a unique innovation in education in that it is a branch of the Land Grant Colleges or Universities which operate at the county level and carries out the educational programs local people feel are needed most. Working with the people and helping them to identify and solve their problems is a major task of county agents. As agents-teachers they help rural people to discover and understand their problems and acquaint them with possible solutions and encourage change if determined to be desirable. As organizers county agents help farm people to understand how group action may improve their situation. As leaders they are alert to situations affecting the welfare of people and they help to find solutions to problems.^{5/}

Agents as Change Advocates

Present behavior patterns of people that do not tend to improve social and or economic life are the patterns which agents seek to identify. After identification, agents provide education for change to a

⁵ H.C. Sanders, et al. The Cooperative Extension Service, Prentice Hall Inc., Englewood Calif., 1966 p. 94

different practice. The different practice should improve, in some way, the social or economic way of life or in some way improve life for the clientele.

Clientele as Advisors to Change

Identification of the desired changes is the role played by the advisor. In order to bring about the desired changes in behavior and accurate identification of present undesired behavior patterns is necessary. Extension clientele are beginning to realize they need to have a hand in planning the extension education programs if the programs are to be of relevance to their needs. The concept of involving potential clientele in making decisions about educational objectives has received widespread acceptance.^{6/}

A Formal Program Planning Group

An extension program that relates to the needs of the people can expand and grow as the need for growth arises. The advisory committee can assist the extension agent in staying abreast of the swiftly changing needs of people and they can assist in keeping the entire community involved in educational growth. The joint study

⁶ Mohammad Dougla, "Program Planning Research", Journal of Cooperative Extension (Spring 1971) 31

committee who prepared the report A People and a Spirit made recommendations on program development for the future. This committee strongly supports the Cooperative Extension Service efforts to involve people directly in developing, executing, and evaluating local programs. Every effort should be made to strengthen the approach, of organization of a formal program planning group in each county or area and insuring that the group is a continuous one.^{7/} To make effective choices concerning which program areas to emphasis and ways to adapt its program to the various state and local situations and concerns, extension must involve staff and clientele in the determination of its priorities.^{8/}

Selection of Advisors

An extension program involves informal adult education and youth development. To meet peoples' educational needs, the extension staff must seek advice from people in the community who are opinion leaders or persons with sound judgment. The concept of involving potential clientele of the Extension Service in making decisions about educa-

⁷ U.S. Department of Agriculture, NASULFC Study Committee on Cooperative Extension, Report of Committee, A People and a Spirit Fort Collins: Colorado State University, November, 1968

⁸ H.C. Sanders, et al. The Cooperative Extension Service Prentice Hall Inc., Englewood Calif., 1966 p. 94

tional objectives has received widespread acceptance.^{9/} The individuals selected for advisory groups need special qualities that places them in a leadership position by their constituents. Local leaders are people selected, because of special interest or fitness to work on some phase of the local program.^{10/}

Researchers have done exhaustive studies to define leadership and identify individuals from communities who are opinion leaders.

Extension workers must be skilled in locating persons willing and able to serve as advisors. The extension staff must know how to work with groups and stimulate leadership development, which is a part of the fundamental aim of extension.^{11/}

The methods used to locate these advisors may vary, also, the kinds of leaders located may vary widely. By states these groups vary widely in character from informal communities to legally constituted groups.^{12/} People who hold a position are regarded by some as leaders. Others who hold a reputation can be looked upon as leaders. Still others can be regarded as leaders due to their social position,

⁹ ibid p. 101.

¹⁰ Lincoln, David Kelsey and Cannon, Chiles Hearne, Cooperative Extension Work, Ithaca: Comstock Publishing Associates p. 47

¹¹ ibid p. 47

¹² H.C. Sanders, et al. The Cooperative Extension Service Prentice Hall Inc., Englewood Calif., 1966 p. 94

personal influence or opinions which they express on local matters. It will be recalled that the leaders selected for the study were secured from lists of leading civic, professional and fraternal organizations, governmental personnel, business leaders and society and wealth personnel suggested by various sources.^{13/}

Leaders With Position

Extension workers are certainly likely to rely on positional leadership for a portion of their advisory staff. Positional leaders can mean persons who hold a position such as County Commissioners or President of a firm or chairman of a producer organization. County Commissioners are elected officials and hold a position in their community. They are looked on by their constituents as one of ability in decision making, perception into needs of people and management of public affairs. These positions have earned these persons the additional duty of being invited to serve as extension advisors. One of the most direct ways of locating leaders is to select those persons who occupy important organizational positions.^{14/}

¹³ Floyd Hunter, Community Power Structure New York: Houghton Mifflin Company 1953 p. 61

¹⁴ Wendell Bell, Public Leadership San Francisco Calif., Chandler Publishing Company p. 6 1961

Business Leaders

Businessmen are another group of persons regarded as leaders. A successful businessman is looked upon by community members as a person who can give sound opinions in areas of business matters. This expertise is needed by the extension staff when planning programs which will be closely related to the businesses in a community. A businessman's input and support will make the difference between success or failure in these extension programs. Some of these businessmen possess the ability to think about a community in terms of its needs. Businessmen recognize their need to make themselves visible in every way possible. Recognizing this participation, some researchers, especially those studying community power structure, have included business executives among those defined as powerful individuals and public leaders.^{15/}

Reputational Approach

Farmers who have succeeded in some way, such as owning an outstanding herd of cattle or tend to raise better grain crops are regarded by some persons as leaders. Their reputation for top production tends to help place them in a leadership role by their friends

¹⁵ ibid p. 9

or neighbors. This reputational approach to locating leaders through the opinions or judgements of other members of the society who tell the researchers who they think the leaders are.^{16/}

Social Participation

Agents who are seeking advisors may also consider other approaches in putting together a list of community leaders. Participation in voluntary organizations has been regarded by some persons as an identity to leadership. If an individual is a member of a producer organization and more especially an officer he or she is a leader. As an example an early version of a social participation scale, developed by Chapin (1937), included items dealing with a persons' membership, attendance, contributions, offices held and committee service in voluntary association.^{17/} Members of voluntary organizations possess certain qualities desirable in an advisor. Two researchers found they were more likely to be involved in public affairs. Persons residing in Denver, Colorado who belonged to voluntary associations were more likely than non-members to have voted in presidential, congressional and local elections.^{18/}

¹⁶ ibid p. 13

¹⁷ ibid p. 21

¹⁸ ibid p. 23

Opinion Leaders

The extension agent needs the support and advise of persons who are regarded by many to have good opinions. Opinion leaders are people who influence others in decision making. Katz and Lozarsfeld did a study of 800 women in Decatur, Illinois. The researchers inquired in four areas of everyday decisions, daily household marketing, fashion, motion picture attendance, and opinions on local officers. The researchers found that opinion leaders in each of these areas were identified through a procedure of self designation as the ones to whom others were likely to turn for advice or information in making up their minds about shopping, fashions, movie selection, or public affairs.^{19/}

Advisor Training

Persons who serve as advisors are respected by others for their expertise in their area of interest. Advisors are chosen to serve because of their reputation in the community as a sound businessman, or an efficient agricultural producer; a person who expresses good opinions or for an official position they hold. There may even be other reasons why certain persons are on an advisory council. All

¹⁹ibid p. 26

of these persons have one factor in common, their neighbors and friends respect their actions and opinions. Programs and ideas whose origin was the advisory committee are more likely to succeed. Even though these persons are experts in their field some need training in such things as communications, leadership, social action process and diffusion process. I feel very strongly that good advisory groups are trained - not born!^{20/} All these human relations type training will give the advisors a better understanding of how ideas begin in a community and how these ideas disperse throughout the whole population.

K.E.E.P.

Some persons say the future of Montana lies in our resources. The resource which holds the most importance depends upon who you may be talking to. There are those who say Montanas' future is in its' agriculture, some say our future lies in the development of our energy, others will say tourism holds great promise and is an undeveloped resource.^{21/}

²⁰Greenleaf George C. "Advisory Committees and Industry Cooperation", Agricultural and Industrial Education Department, Montana State University

²¹Group I K.E.E.P. Study travel group. "A Proposal for Adult Community Education in Montana". A report prepared to help further efforts to establish additional adult education Cooperative Extension Service, Montana State University, Bozeman, Montana May 1970

The development of our national resources whether it be energy, agriculture or a host of others cannot happen without people. Development requires people planning and doing in an orderly, educated, manner. People are the most valuable resource in Montana. People development is the responsibility of extension workers and other educators in Montana. The recently organized "KEEP" program exemplifies people development in Montana.

We of the KEEP experience have something to present for consideration, too. We believe the future of our state and its prosperity rests with people more than any other single facet. We feel that the people upon whom so much will depend need assistance and guidance to empower them to reach the goals ahead. They need help to rise above partisan and divisive efforts in order to (1) fully develop and utilize their individual abilities and (2) discover within themselves the powerful focus which can be directed toward creating a better quality of life in Montana.^{22/}

Persons who become trained in the "KEEP" program are prime candidates as an extension advisor. Their training can help immensely in identifying peoples need on the local level which will help to bring about orderly economic and social stability in a community. Their training is wasted if it is not used. The purpose of training these persons was so that their newly acquired skill can be used on the local level to help develop the local community. Such improvement administered and received individually and then expressed and practiced corporately in all of the groups and organizations in

²² ibid p. 3

which these individuals participate, would empower a great surge of personal and community growth in the State of Montana.^{23/}

The diffusion process is part of the training given extension advisors and persons who have taken the KEEP training. The diffusion process has been named as such by a team of researchers who gathered data on how people learn from research studies in various parts of the nation. These researchers found that the process by which people accept new ideas is not a unit act, but rather a series of complex unit acts.^{24/} Diffusion process training gives advisors some understanding on why people do not quickly and readily accept new ideas.

The literature studies by the researcher revealed information on the purpose and rationale for the use of extension advisory committees in extension program development. The literature studied also showed the importance of training advisory committees so that they become more effective in their advisory capacity.

²³ibid p. 4

²⁴Anderson Marvin A., "The Diffusion Process" A supplement to Regional Extension Publication No. 1 "How Farm People Accept New Ideas", Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa, November 1962

CHAPTER III

PRESENTATION OF DATA

The study was designed and conducted to learn how county extension workers locate, train and maintain advisory committees. The data presented in tabular and narrative form are used as a means of revealing the findings of this study about advisory councils. Data were collected from 45 county agents in 11 states and from 16 county agents in Montana. These data are presented in the following tables. Data in Table 1 indicate that 5 (11%) of the questionnaires from the 11 western states and 38 (70%) of the questionnaires from Montana were incomplete because these agents reported they did not have advisory committees.

All of the questionnaires which were marked "yes" to the question, "do you have an extension advisory committee?" were included in the analysis of data. Fifty county agents from the 11 western states returned the questionnaire and 45 of these stated they had advisory committees. Sixty questionnaires were mailed to the Montana agents. Fifty-four of the questionnaires were returned and 16 of the agents stated they had an advisory committee. All 16 were used in the study.

TABLE I

PERCENT RESPONSE TO THE MAILED QUESTIONNAIRE

Category	Number of responses			
	11 state area	%	Mt.	%
Questionnaires mailed out	55		60	
Questionnaire response	50	90	54	90
No response	5		6	
Usable questionnaire	45	90	16	29
Questionnaires not used	5	11	38	70

Extension workers years in service varied widely. The researcher wanted some information on years of service as basic background information about county agents. The researcher felt a comparison of years of service of agents in the 11 state study area with agents in Montana would be useful. The researcher asked the respondents to answer questions on their years with extension and years present in the county. These data are presented in Table 2.

TABLE 2
YEARS OF SERVICE AS REPORTED BY THE COUNTY
EXTENSION AGENTS IN MONTANA AND THE
ELEVEN WESTERN STATES

State	11 Western States		
	N	Average years an agent	Average years in present county
So. Dak.	4	22.45	18.0
No. Dak.	4	15.20	7.40
Kans.	5	17.40	14.40
Nebra.	5	17.80	10.40
Wyo.	5	19.90	17.60
Utah	1	30.0	16.0
Ida.	5	16.20	12.40
Nev.	3	17.30	10.50
Ariz.	5	12.60	7.20
New. Mex.	4	16.75	12.75
Colo.	4	18.25	13.62
Total	45		
Mean		18.80	12.73
Montana			
Total	16		
Mean		10.77	8.28

The data presented in Table 2 indicate that on the average those agents surveyed from the 11 western states had served 12.73 years and Montana agents had served 8.28 years. Agents, from the 11 western states averaged 18.8 years of service while Montana agents

have completed 10.77 years. Only one agent from Utah reported he had a tenure of 30 years. Except for Utah, the South Dakota agents reported having the longest time in service, 22.45 years. The shortest time in service among the 11 state area was the Arizona agents who had an average of 12.6 years of service.

The selected agents in the 11 state area have served in their present county longer than the agents in Montana. As indicated in Table 2 the Montana agents have been in their present county an average of 8.8 years while the agents in the 11 state study area have been in their present county 12.73 years.

There are several different individuals and methods used in the process identifying persons in a county who would be effective members of the extension program advisory committee. The researcher asked the respondents to indicate on the questionnaire which person, persons, or organization was used to identify individuals to serve on the county agents advisory committee.

TABLE 3

WHO IS RESPONSIBLE FOR IDENTIFYING PERSONS IN YOUR COUNTY WHO WOULD BE EFFECTIVE AS MEMBERS OF THE EXTENSION PROGRAM ADVISORY COMMITTEE:

Persons or agencies 11 western states							
State	Ext. Agent		Public Election	County Comm'rs	Officers Organiz'tns	Ext. Client	Others
	N	N	N	N	N	N	N
SD	4	2	0	2	0	0	1
ND	4	2	0	2	1	3	2
KS	5	0	4	0	0	1	1
NB	5	1	1	0	2	1	1
WY	5	4	0	0	1	0	2
UT	1	1	0	1	1	1	0
ID	5	4	0	3	0	3	0
NV	3	3	0	0	1	1	1
AZ	5	4	0	4	0	1	1
NM	4	2	0	1	0	2	1
CO	4	2	0	0	0	2	2
All States	45	25	5	13	6	15	12
%All States		55	11	26.6	13.3	33	23
MONTANA							
MT	16	13	0	4	4	5	4
%MT		81		22	22	31	22

Data presented in Table 3 reveal the extension agent is the person most often responsible for identifying local citizens qualified to

serve in an advisory capacity. In the 11 state area 25 agents (55%) indicated they were responsible for naming qualified persons for the advisory committee. Thirteen (81%) of the Montana agents in the study indicated they were responsible to name persons for an advisory committee. The agents in the 11 state area and the Montana agents each reported themselves more often than public election, county commissioners, officers of organizations, or extension clientele as the person to name potential advisory committee members.

Fifteen (33%) agents in the 11 state area indicated extension clients as persons who name individuals to serve on advisory committees while five (31%) Montana agents reported extension clients as persons who name members to serve on advisory committees. The Kansas agents and one Nebraska agent are the only agents in the 11 state area who select their advisory committee by election. Public election is not used in Montana as a means of selecting advisory council members.

Advisory committees meet periodically to advise the extension staff of new ideas, new programs or projects. These ideas are used by agents to help them develop educational programs in agriculture, home economics, and 4-H to present to extension clientele.

Data showing the times the advisory committees meet is shown in Table 4.

TABLE 4
FREQUENCY OF ADVISORY COUNCIL MEETINGS

State	Time intervals in 11 western states				
	Once/mo. N	Quarterly N	Twice/year N	Once/year N	Other N
SD	1	1	1	1	
ND		1	1	2	
KS		1	3	1	
NB	1			2	2
WY				5	
UT				1	
ID		1		2	1
NV		1	1	1	1
AZ		3	1	1	
NM			2	2	
CO			2		2
All States	2	8	11	18	6
%All States	4.4		24	40	7.5
Time intervals in Montana					
MT	2	2	5	4	3
%MT	12.5	12.5	31.2	25	18.75

A review of data in Table 4 show that 18 (40%) agents in the 11 state area indicated they meet once per year with their advisory committee. These data also show 4 (25%) Montana agents in the study meet with their advisory committee once per year. The data also reveal that 11 (24%) of the agents in the 11 state study area met with their committees twice per year. The data reveal that twice per year and

once per year are the most common meeting frequencies of agents and advisory committees in the 11 state study area and in Montana. Only 2 (4.4%) in the 11 state study area meet with their committees once per month, while 2 (12.5%) of the agents in the study in Montana meet with their committee once per month. Eight (18%) of the agents in the study in the 11 state area met with their committees quarterly and 2 (12.5%) agents in Montana met with their committees quarterly. Agents in Wyoming indicated they met with their advisory committee once each year.

To determine the amount of time agents spent with their advisory councils a question was asked as to how much time councils spent helping the extension staff in planning the programs. The number of hours spent by agents varied. The data in Table 5 reveal the differences in hours spent by agents with advisory committees in the 11 state study area and by agents with advisory committees in Montana.

TABLE 5

TIME IN HOURS PER YEAR COMMITTEE SPENDS IN ASSISTING
EXTENSION STAFF IN PLANNING PROGRAMS OF WORK

Hours spent in 11 western states							
State	2	4	6	8	10	Other	
	N	N	N	N	N	N	
SD	4		1	1	1		
ND	4			2	2	1	
KS	5	1	1	1	1	1	12 hours
NR	5		3		1	1	12 hours
WY	5	1	3			1	18 hours
UT	1	1					
ID	5		4	1			
NV	3			1	1	1	12 hours
AZ	5		1		4		
NM	4			1		3	*24, 12, 12 hrs
CO	4		1		2	1	80 hours
All States	45	3	14	6	10	4	8
%All States		7.7	31.1	13	22.2	.08	17
Hours spent in Montana							
MT	16		4	4	5	1	2
%MT			25	25	31	6.3	12.5

*The number of hours reported by three New Mexico agents was 24, 12, 12 hours.

Fourteen of the 11 state councils spend four hours per year in planning. Ten spend 8 hours per year and only four spend 10 hours

per year. Eight councils in the 11 state study area spent over 10 hours per year.

In Montana four (25%) councils spent 6 hours per year, five spent 8 hours per year planning while 1 agent in Montana reported his council spent 10 hours per year. Only two councils spent over 10 hours per year.

Recognition for a job well done is appreciated by advisory council members. Volunteers do not receive money for their efforts so personal satisfaction and recognition are about the only reward. To determine the degree to which advisory committee members received recognition, the agents were asked how often media were used to provide recognition to the advisors.

Table 6 shows the number of times per year agents gave recognition to their advisory committee through all media.

TABLE 6
RECOGNITION OF ADVISORY COMMITTEES
BY MEDIA TYPE AND NUMBER OF TIMES IN EACH

Media Type	11 State	Montana
Radio	27	6
Television	10	2
Daily paper	16	4
Weekly paper	22	7
Extension		
Newsletter	15	8
Banquet	5	

The data indicate radio was the predominant means of giving recognition to councils by 27 agents in the 11 state study area. Second in importance to radio were weekly papers. Twenty-two agents in the 11 state study area used this media to recognize extension program advisory committees. Ten agents in the 11 state area and two agents in Montana indicated television was media used to recognize advisory committees. Five agents in the 11 state area have an appreciation banquet for their advisory committee. The data in Table 6 show fifteen and sixteen agents in the 11 state area indicated extension newsletter and daily paper respectively as media used to recognize advisory committees. Eight and seven agents in Montana indicated newsletter and daily paper respectively as media used to recognize advisory committees. Six agents in Montana indicated radio and 4 agents indicated daily paper as a means of recognizing efforts to their advisory committee. There were no agents in Montana who used an appreciation banquet to recognize their advisory committee.

It is the authors experience that recognition for good work should be given as soon after the job as possible. The author further feels advisory committees certainly need recognition for their assistance to extension workers. Respondents were asked to show how frequently they gave recognition to their advisory committee members. These data are shown in Table 7.

TABLE 7

FREQUENCY OF THE USE OF RADIO, TELEVISION, NEWSLETTERS AND
NEWSPAPERS TO GIVE RECOGNITION TO EXTENSION ADVISORS

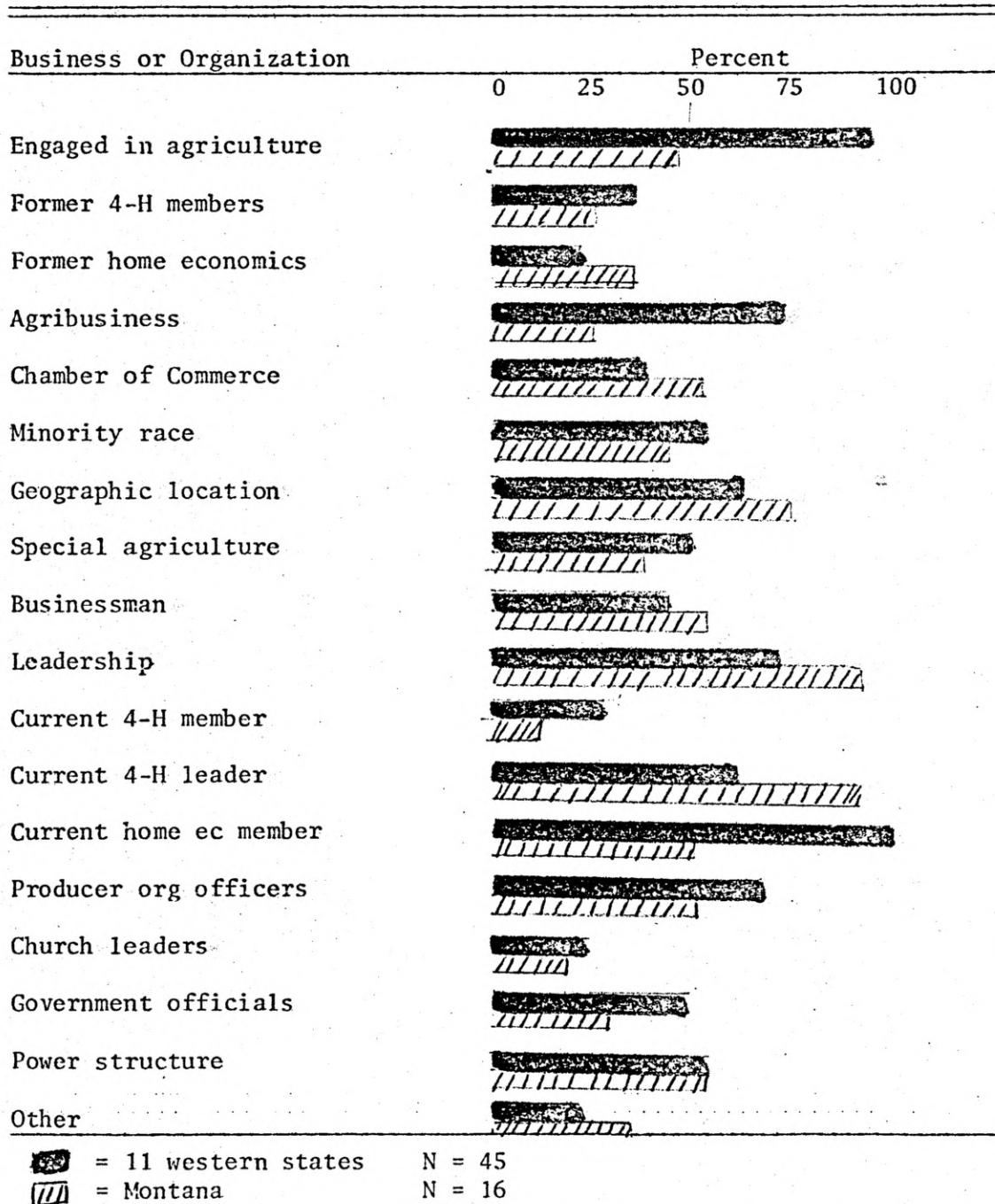
	Frequency intervals all media	
	11 State	Montana
Monthly	2	1
Yearly	26	1
Mentioned		
Occasionally	21	7
Mentioned		
Appropriately	45	16

Twenty-six agents in the 11 state area and one agent in Montana used media on a yearly basis to recognize advisory committees for their assistance to county agents. Only two agents in the 11 state area and one in Montana stated they used the media monthly to recognize their advisory councils.

The literature indicates that consideration should be given to the type of businesses or organizational affiliation from which advisory committee members are selected. The researcher asked the respondents to indicate these data about their councils. The data on this question are shown in figure #1.

FIGURE I

BUSINESS AND ORGANIZATIONAL AFFILIATION AS A CRITERIA FOR
SELECTING ADVISORY COUNCIL MEMBERS



The respondents could check any of the business categories or organization affiliations which are shown in Figure 1. The data in Figure 1 shows the criteria for selection of advisory council members in the 11 western states and in Montana.

The data in Figure 1 show 89% of the agents in the 11 western states regarded engaged in agriculture as an important selection criteria for advisory council members. Agribusiness, geographic location, leadership and current home economics member were also important selection criteria for agents in the 11 western states. Current and former 4-H members and church leaders held the least importance as selection criteria to county agents in the 11 western states.

Figure 1 show data on selection criteria of agents in Montana. The data shows 81% of the Montana agents regarded leadership as an important selection criteria when selecting advisory council members. Current 4-H leaders, geographic location, businessman, Chamber of Commerce and engaged in agriculture were also important selection criteria for agents in Montana. Former 4-H members, current 4-H members and church leaders were the least important selection criteria for agents in Montana.

When selecting advisory committee members there is a person or group of persons responsible to make the selection. Data were collected to learn who was the individual or persons who held this responsibility.

The data in Table 8 show the data collected on the methods or techniques employed to determine who would serve on the advisory committee.

TABLE 8
THE METHOD OR TECHNIQUE USED TO SELECT AND APPOINT ADVISORY
COUNCIL MEMBERS

Methods Used in 11 Western States							
State	County ballot	App't by Ext. agent	App't by comm.	Non formal	volunteer	other	
	N	N	N	N	N	N	N
SD	4	0	1	2	1	0	1
ND	4	0	1	0	2	0	1
KS	5	1	1	0	0	1	3
NB	5	3	0	0	2	1	1
WY	5	0	0	0	5	1	0
UT	1	0	1	0	0	0	0
ID	5	0	2	2	2	1	0
NV	3	0	1	0	0	1	1
AZ	5	0	2	4	0	0	0
NM	4	0	1	0	2	0	1
CO	4	0	2	0	3	1	1
All State	45	4	12	8	17	7	10
%All State	8.9	26	17	38	15.5	22	
Method Used in Montana							
MT	0	5	3	9	2	4	
%MT	0	31	18.75	56	12.5	25	

These data show the number of respondents from each state and the percent of the agents from each state who marked each of the methods or techniques. The data show non-formal appointments were used by 17 (38%) agents in the 11 state study area. Also, 12 (26%) agents in the 11 state study area identified themselves as the person responsible for appointing advisory committee members. The data further show 8 (17.7%) agents in the 11 state study area indicated county commissioners were responsible for naming advisory committee members. Seven (15.5%) agents in the 11 state study area indicated advisory committee members volunteered to serve on the advisory committee. Seven (15.5%) agents in the 11 state study area indicated other methods were used to identify persons to serve on the advisory committee.

In Montana 5 (31%) agents identified themselves as the person who appointed advisory committee members. Nine (56%) agents in Montana indicated their method of appointment was non-formal.

The agents who indicated they used other ways to identify people to serve on the advisory committee stated the following as the "other" ways. Four of these agents said they used the existing committee to select new members. One agent in the 11 state study area said the members were elected by whoever attended the meeting. One agent said the law states that the members be selected by ballot. One agent stated that he used the entire extension staff to select

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Methods Used in 11 Western States							
State	County ballot	App't by Ext. agent	App't by comm.	Non formal	volunteer	other	
	N	N	N	N	N	N	N
SD	4	0	1	2	1	0	1
ND	4	0	1	0	2	0	1
KS	5	1	1	0	0	1	3
NB	5	3	0	0	2	1	1
WY	5	0	0	0	5	1	0
UT	1	0	1	0	0	0	0
ID	5	0	2	2	2	1	0
NV	3	0	1	0	0	1	1
AZ	5	0	2	4	0	0	0
NM	4	0	1	0	2	0	1
CO	4	0	2	0	3	1	1
All State45	4	12	8	17	7	10	
%All State	8.9	26	17	38	15.5	22	
Method Used in Montana							
MT	0	5	3	9	2	4	
%MT	0	31	18.75	56	12.5	25	

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advisory committee members. Kansas and Nebraska are the only states in the 11 state study area where advisory committees members are selected by ballot.

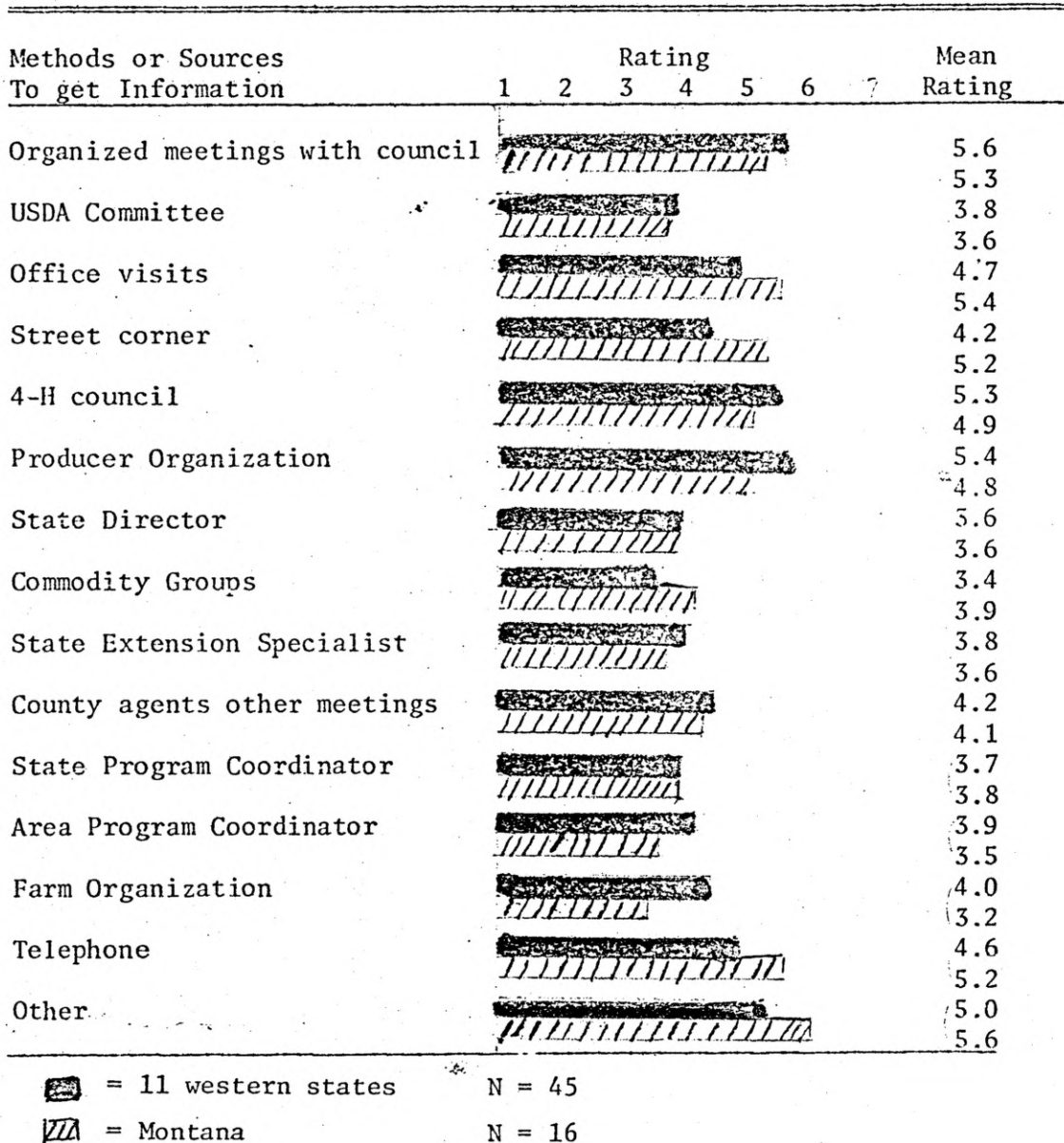
County agents need information about the needs of people in their counties so that they can develop appropriate educational programs. Identification of needs of people logically might come from the advisory committee as well as other sources. Agents were asked to indicate their sources of information used to obtain ideas relative to the need of the people in their county. These data are shown in Figure 2. In addition, the respondents in the survey were asked to rate the various methods or sources as a means of obtaining information about peoples needs. A rating of 1 to 7 was used with 1 being not important and 7 being very important. The ratings were totaled and averaged. The data in Figure 2 show the mean ratings for the agents in each state in the 11 state study area and the agents in Montana. The average mean rating for all of the states in the 11 state study area is also shown. The summary data in Figure 2 for the 11 western states show a mean average rating from 3.4 for commodity group to a high of 5.6 for organized meeting with the council. These groups, or agencies or sources of information that received a mean rating of 4.5 or higher included the following: (1) organized meetings with the council 5.6; (2) producer organization 5.4; (3) 4-H council 5.3; (4) other 5.0. "Other" were responses written out by the respondents and can be found in Appendix F and G.

The data in Figure 2 also reveal methods or sources of information with an average mean rating of less than 4.5. The data show the agents from the 11 state study area rated the following groups, agencies, or sources of information lower than 4.5: (1) farm organization 4.0; (2) USDA Committee 3.8; (3) state extension specialist 3.8; (4) county agents attending other meetings 4.2; (5) state program coordinator 3.7; (6) area program coordinator 3.9.

Ratings by Montana agents of sources of information on peoples needs are also shown in Figure 2. The data reveal the average mean ratings higher than 4.5 are: (1) organized meetings with council 5.3; (2) office visits 5.4; (3) street corner visits 5.2; (4) telephone visits 5.2; (5) 4-H council 4.9, (6) producer organizations 4.8. The data in Figure 2 also show the ratings of sources of information on needs of people that were rated lower than 4.5 by the Montana agents in the study. These sources and ratings are: (1) USDA Committee 3.6; (2) farm organization 3.2; (3) state director 3.6; (4) commodity groups 3.9; (5) state extension specialist 3.6; (6) county agents other meetings 4.1; (7) state program coordinator; 3.8; (8) area program coordinator 3.5.

FIGURE 2

INDICATED RATINGS BY COUNTY AGENTS IN THE 11 STATE AREA AND IN MONTANA
OF SOURCES OF INFORMATION ON WAYS IN WHICH COUNTY AGENTS OBTAIN IDEAS
ON THE NEEDS OF PEOPLE IN THEIR COUNTIES

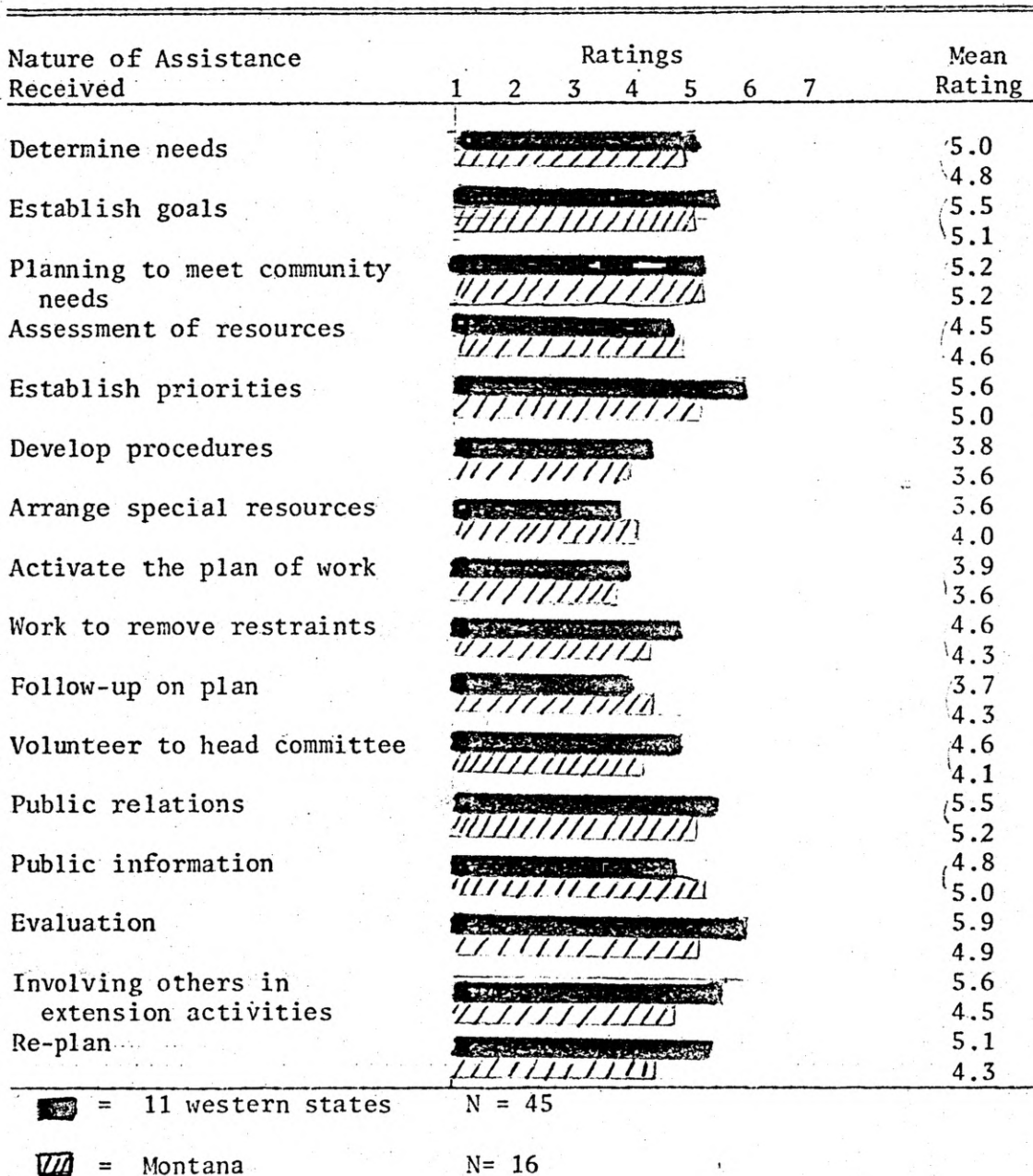


Advisory committees perform a variety of duties or roles for county agents. These duties could range from informing the public and determining needs to developing procedures for action. Data on duties of advisory committees were collected and are arranged in Figure 3. The data show the rating on a 1 to 7 scale for each method used to obtain assistance from the advisory council to be used for program development. The data in Figure 3 show a rating of 5.6 was given to "establish priorities" and "involving others in extension activities" by the agents in the 11 state study area. The data also show a rating of 5.5 was given to "establish goals and public relations". A further review of the data in Figure 3 show that "planning the program to meet needs" received a rating of 5.2, "re-plan" received a rating of 5.1 and "determine community needs" received a rating of 5.0. The data also reveal the ratings on types of assistance by Montana agents. The Montana agents in the study rated "public relations" and "planning the program to meet needs" at 5.2 while "establish priorities" and "public information" were rated at a 5.0.

Ideas on new and improved farming methods and new ways of solving problem in home economics which have been developed by experiment stations will not spread throughout a community until many persons are exposed to the idea. Social scientists who have studied the manner in which people adopt new ideas refer to the procedure as the "diffusions process".

FIGURE 3

AVERAGE MEAN RATINGS BY COUNTY AGENTS IN THE 11 STATE AREA AND IN MONTANA
ON IMPORTANCE OF THE ASSISTANCE RECEIVED FROM THE EXTENSION PROGRAM
ADVISORY COMMITTEE



Advisors need to be familiar with the fact that information is diffused to the people in many ways. By understanding the diffusion process, the members of the advisory committee realize that new ideas (are not) adopted immediately. Since this study was designed to determine how county agents locate, train, and maintain advisory committees, data in Table 9 show the training persons had prior to their appointment.

TABLE 9

AREAS IN WHICH PROSPECTIVE ADVISORY COUNCIL MEMBERS
HAD EXPERTISE OR KNOWLEDGE PRIOR TO THEIR APPOINTMENT

State	11 Western States						
	Leader-	Social	Group	Program	Diffusion	Commun-	Kellogg
	ship	Action	Process	Planning	Process	ication	KEEP
	N	N	N	N	N	N	N
SD	4	1	1			1	
ND	4	2	1	2	2		
KS	5	1	1	1			
NB	5	2	2	1			
WY	5	2	2	2	1	2	
UT	1	1	1	1	1		
ID	5	2	2	3	3	3	
NV	3			1		1	
AZ	5	3	1	2		2	
NM	5	2	1	1	1	1	
CO	5	1					
All States	45	17	11	10	8	11	10
%All States		38	24	26	22	20	24

TABLE 9

CONTINUED

11 Western States							
State	Leader- ship	Social Action	Group Process	Program Planning	Diffusion Process	Communi- cation	Kellogg KEEP
N	N	N	N	N	N	N	N
MONTANA							
MT	4	3	1	2	1	2	3
%MT	25	19	6.2	12	6.2	12	19

Seventeen (38%) agents in the 11 state area indicated their advisory council members had had leadership training. Eleven (24%) agents in the 11 state area indicated that committee members were acquainted with the social action process and the diffusion process prior to their appointment. Twelve (26%) agents in the 11 state area indicated their council members understood this group process. Ten (24%) agents indicated their prospective council members understood communications while eight (17%) indicated their group were aware of the program planning process. Four (25%) agents in Montana reported their council members had leadership training prior to appointment. Three (19%) agents in Montana indicated that the social action process, and the KEEP program were a part of the member prior training while two (12%) agents indicated the program planning technique and diffusion process were understood by their council members.

The researcher wanted to learn how much training was given to advisors after appointment.

The diffusion process, social action process, communications, leadership training, program planning and group process were areas of learning which it was determined helped advisors perform their duties more confidently and with greater efficiency.

The researcher asked the respondents to indicate on the questionnaire the training given to advisors in the areas listed. The response to this question is shown in Table 10. It was believed that training in social science would help advisors be more aware of how people learn.

TABLE 10

TRAINING CONDUCTED FOR THE EXTENSION ADVISORY
COMMITTEE DURING THE PERIOD 1972 to 1976

Training Program in 11 Western States																			
State	Leadership		Social Action		Group Process		Program Planning		Diffusion Process		Communica- tions		Kellogg						
	N	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76	72 73 74-76								
SD	4	1	1		1		1	2											
ND	4		1							1									
KS	5	2					1	1											
NB	5						1												
WY	4	1		2	2	1	1	1			1								
UT	1	1																	
ID	4	1		1		1		2	1	1									
NV	5	1	1			1		1	1		1								
AZ	3	1						1	1		1		1						
NM	5	1	1	1		1	1	1	1	1		1	1						
CO	4		1				1	2					1						
All																			
States	45	1	8	4	0	6	2	0	3	4	0	9	10	0	2	1	0	5	3
%All																			
States	2	18	8	13	4	7	8	20	22	4	2	11	7						
Montana Training Program																			
MT	16	4	3	0	2	4	0	1	3	0	1	3	0	0	3				1
%MT		25	1.8	12	25	6	18	6	18	18		6	18	18					6

The data in Table 10 show 8 (18%) agents in the 11 state study area indicated leadership training was taught to advisors in 1973, four (8%) agents in the 11 state area stated they taught leadership training in 1974. Nine (20%) agents indicated program planning had been taught in 1973 and ten (22%) agents taught program planning in 1974. Six (13%) agents taught social action process in 1973 and two (4%) agents taught social action process in 1974. Three (7%) agents taught group process training in 1973 and four (8%) had group process training in 1974. Five (11%) agents taught communications training in 1973 and three (7%) agents taught communications in 1974. Two (4%) agents taught diffusion process in 1973 and one (2%) taught diffusion process in 1974. There was no training given in 1972 nor planned for 1974. Also there was no KEEP training program in the 11 state area.

Four (25%) agents in Montana indicated the members of their advisory committee received leadership training after their appointment. Three (18%) agents indicated training their advisory committee in leadership in 1974. One (6%) agent indicated group process, program planning and diffusion process. One (6%) agent also indicated Kellogg education program had been given to advisors. Persons who serve on advisory committees can be almost any age, can be male or female, and can be of any nationality. Their level of education might be 8th grade or over 16 years.

The researcher wanted to learn the sex, education, national origin and number of years a member as an advisor in the 11 western states and in Montana. To get this data the researcher asked the respondents to indicate age, years of education, male or female and number of years serving on the advisory committee. The researcher also asked the respondents to indicate the national origin of the advisory committee members. The data which show this information is revealed in Table 11, 12, 13 and 14.

The data on the sex and years of education is shown in Table 11. The data in Table 11 describe characteristics of 836 committee members in the 11 state area. Six hundred and six (72.4%) advisors are male and two hundred thirty (27.5%) are female.

Three hundred twenty-five (38.8%) advisors have education level of 8-12 years, two hundred sixteen (25.8%) advisors have 12-14 years of education, two hundred thirty-one (27.6%) have 14-16 years of education and sixty (7%) have more than 16 years education.

Data in Table 11 reveal that 194 persons serve on advisory committees in Montana. One hundred fifteen (60%) of these were men and seventy-nine (40%) were women. Seventy nine (40%) committee members had 8-12 years of education. Forty-four (23%) 12-14 years education, fifty-seven (29%) advisors have 14-16 years education and fourteen (7.2%) had education over 16 years.

TABLE 11

ADVISORY COMMITTEE MEMBERS BY SEX AND EDUCATION LEVEL

Frequencies of Member Each Category									
Sex					Years of Education				
State	N	Total	Male	Female	1-8	8-12	12-14	14-16	16+
SD	4	51	33	18		23	23	5	
ND	4	65	53	12		9	4	39	13
KS	5	86	55	31	1	36	27	22	
NB	5	115	101	14		78	10	24	3
WY	5	169	97	72	1	74	45	35	14
UT	1	27	23	4		3	4	18	2
ID	5	90	76	14		36	31	18	5
NV	3	77	56	21		19	19	33	6
AZ	5	34	28	6	1	8	15	10	
NM	4	59	38	21		10	21	16	12
CO	4	63	46	17	1	29	17	11	5
All States	45	836	606	230	4	325	216	231	60
%All States			72.4	27.5		38.8	25.8	27.6	.07
Montana									
MT		194	115	79		79	44	57	14
%MT			59	41		41	23	29	7.2

Date in Table 12 show the nationality of the advisory committee members in the 11 state area and in Montana. Seven hundred eighty-five (93.8%) advisory committee members in the 11 state area are caucasian, seven (.83%) committee members are Indian, fourteen (1.6%) are oriental, three (.35%) are Spanish-American. One hundred

fifty-four (79%) committee members in Montana are caucasian and forty (21%) members in Montana are Indian. There are no oriental, negro or Spanish-American advisory members in Montana.

TABLE 12

NATIONALITY OF ADVISORY COMMITTEE MEMBERS IN
ELEVEN WESTERN STATES AND IN MONTANA

11 Western States					
State	Caucasian	Indian	Oriental	Negro	Spanish American
SD	51				
ND	65				
KS	86				
NB	115				
WY	163	1		1	4
UT	27				
ID	79	1	10		
NV	68	4	3	1	1
AZ	32	1			1
NM	40		1	1	17
CO	59				4
All States	785	7	14	3	27
%All States	93.8	.008	1.6	.003	3.2
Montana					
MT	154	40			
%MT	79	21			

TABLE 13

AGE OF ADVISORY COMMITTEE MEMBERS IN
ELEVEN WESTERN STATES AND IN MONTANA

Frequencies of Members in Each Category in 11 Western States											
State	Age in Years										
	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-75
SD	6			2	6	10	9	3	6	5	4
ND		3	12	9	6	12	11	2	5	4	1
KS		1	7	6	18	21	15	6	3	7	2
NB	1		7	9	16	21	12	19	16	9	5
WY		4	9	22	41	33	25	18	9	8	
UT					3	4	8	2	5	1	4
ID			6	14	11	16	17	10	8	1	7
NV	5	2	3	8	9	15	16	6	6	4	3
AZ	1	3	1	5		5	6	3	5	3	2
NM	4	1	1	1	7	10	12	10	7	4	2
CO			3	4	19	15	12	3	4	1	2
All											
States	17	14	49	80	136	162	143	82	74	47	32
%All											
States	.02	.016	.058	.095	.162	.193	.171	.098	.088	.056	.038
Frequencies of Members in Each Category in Montana											
MT	3	2	8	26	26	46	30	28	11	8	9
%MT	1.5	1	4.1	13	13	24	15	14	5.6	4.1	4.6

Data in Table 13 show the age of the advisory committee members in the 11 state area and in Montana.

Data show the largest age group of committee members in the 11 state area is 162 members whose ages is 40-44 years. In the age bracket of 35-39 and 45-49 there are 136 and 143 members respectively in the 11 state area.

The data in Table 13 show the age groups with the smallest number of committee members are 16-19 years and 65-75 years.

Data in Table 13 also show age groupings of the advisory committee members in Montana. The data show the largest age group of committee members in Montana is 46 members whose age is 40-44. In the age bracket of 35-39 and 45-49 there are 26 and 30 members respectively in Montana. The smallest number of members in Montana are the age groups of 16-19 and 65-75 years.

The data on the number of years a member of an advisory committee is shown in Table 14. The data show 466 advisory committee members in the 11 state area have been a member 2-4 years and 127 have been a member 5-7 years.

Data in Table 14 show the number of years a member of Montana advisory committee members. The data show 85 persons have been a member 2-4 years while 84 persons have been a member 1 year. The data also show one person in Montana has been an advisor 11-13 years and there is no one in Montana with more than 13 years as an advisory committee member.

TABLE 14

THE NUMBER OF YEARS A PERSON HAS BEEN A MEMBER OF AN
EXTENSION ADVISORY COMMITTEE IN 11 WESTERN STATES AND IN MONTANA

Frequencies of Member Each Category								
Number of Years a Member								
State	N	1	2-4	5-7	8-10	11-13	14-16	16 plus
SD	4	4	26	7	3	4	4	3
ND	4	18	36	5	3	3		
KS	4	12	50	16	5			3
NB	4	13	47	28	23	3	1	
WY	4	8	109	3	16	6		
UT	1	2	25					
ID	5	10	35	24	21			
NV	3	10	56	5	5	1		
AZ	5	12	13	8	1			
NM	4	14	30	10	5			
CO	4	20	39	4				
ALL States	45	123	466	137	82	17	5	6
%ALL States		14.7	55	16	9.8	.02	.005	.006
Montana								
MT	16	84	85	22	2	1		
%MT		43	43	11	1	.51		

CHAPTER IV

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

In regard to the data in Chapter III, the following conclusions, implications and recommendations have been compiled.

Major Conclusions

1. Advisory councils assist extension agents to determine needs and establish goals and priorities for educational programs.
2. County agents in the 11 state area and in Montana rely on the advisory council, office visits, 4-H council, and producer organizations as the main source of information about types of educational programs.
3. It can be concluded that the extension advisory councils can meet the expectations of their role of providing assistance in establishing educational programs at the county level and in helping to determine program goals and priorities.
4. The training of advisory committee members was not indicated as having great importance by a majority of the respondents. Those who did indicate training was considered, placed emphasis on training prior to appointment rather than after appointment.
5. About half of the agents reporting from the 11 state area and one fourth of the agents reporting from Montana indicated their meetings with advisory councils are held once per year and they spend from 4-8 hours working with councils during the year. All other agents in the study met less often.

6. The agents in the 11 state area and in Montana felt the roles of the council members was to determine need and establish goals and priorities for educational programs.
7. County agents in the 11 state area and in Montana rely on the advisory council as the main source of information about types of educational programs.
8. The majority of the advisory committee members in the 11 state area and in Montana are male, caucasian, and are between the ages of 40 and 44. They have been on an advisory committee for 2 to 4 years.
9. Since most county agents select their own advisory council members with some help from their clients, it would appear that the public accepts this method of obtaining advisory council members.
10. The study revealed that assistance of all kinds was rated well. None of the kinds of assistance received a very low rating.

Implications:

1. Since the literature and the Manual of Policy and Procedure states that extension agents should have advisory councils; therefore, it can be implied that help in establishing and maintaining advisory councils is needed.
2. Since the advisory committee is the primary group that advises the agent, it would seem appropriate that more frequent meeting would tend to keep the county extension program more in tune

with local needs.

3. Training of advisory committee members in social action process, diffusion process, and communications could be increased and based on the literature studied this training would help advisory committees to be more efficient in their role as advisors.

Recommendations

1. Since the literature stated that extension agents can operate an extension program that is more in tune with the peoples needs if they maintain an advisory council and since the State of Montana Policy Manual and the Smith Lever Act each state that extension agents will first talk to the people about their educational needs, then it follows that those agents who do not have advisory councils should take necessary action to establish such a committee.
2. The literature supports and strongly suggests the use of advisory councils. Extension supervisors should assist agents by developing a plan whereby their assistance would aid agents who do not have advisory committees to establish and maintain such a committee.
3. Since 4-H is an important part of all extension programs, extension agents should place more importance on having teenage persons serve on their advisory committees.

4. Advisory committees should receive more recognition than they now receive and it should be given using all available media.
5. Appreciation banquets for advisory committees could be a worthwhile effort in many counties.
6. Training of advisory committees members should be increased to include a study of the diffusion process, social action process and communications.
7. KEEP in Montana would be an ideal training program for extension advisory committee members.

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APPENDIXES

APPENDIX A

LETTER SENT TO THE EXTENSION DIRECTORS
IN THE 11 WESTERN STATES

APPENDIX A

January 17, 1974

This letter went to
the Extension Directors
in the 11 western states
chosen for the study

I am a graduate student at Montana State University and am
doing some research on how county agents obtain and maintain Extension
Program Advisory Committees.

I have chosen your state as one which closely resembles
Montana in agriculture and population density.

Attached to this letter is a form which will provide me with
the names of your agents who you feel are using Extension Program
Advisory Committees.

Can you please give me the names of those agents who you feel
are using advisory committees. I will then send them a letter and
a questionnaire on how they obtain and maintain their advisory committee.
This will be very helpful to me in my graduate studies. Thank you.

Sincerely,

Nels E. Boe
Graduate Student
101 C Julia Martin Drive
Bozeman, Montana 59715

APPENDIX B

A LETTER TO EXTENSION AGENTS IN
11 WESTERN STATES

APPENDIX B

101 C Julia Martin Dr.
Bozeman, Montana 59715
February 14, 1974

I am a County Extension Agent working towards my Masters' Degree at Montana State University. I am working on a research project with an objective of determining what procedures are being used by County Agents to involve local people in Extension Program Planning. I have obtained names and addresses of fifty-five agents in eleven states by writing to the State Directors. I asked the Directors to give me names of agents who are using local persons in committees in planning their Extension program. Your State Director named you and four others in your state as agents who are involving local people in the Extension program planning.

Attached is a questionnaire from which I hope I will get data on how County Agents involve local people in Extension planning. In the Questionnaire I chose the name "Extension Program Advisory Committee" to identify the body of persons who have been selected to assist the County Extension personnel in Extension Program Planning. Throughout the questionnaire, please regard your advisory committee as the Extension Program Advisory Committee, which I refer to several times.

I will appreciate very much your responses to the questions. It is essential tht I receive this data in order ot continue with this effort. May I please have them by March 1, 1974 if possible?

Sincerely,

Nels E. Boe
Graduate Student

APPENDIX C

A LETTER TO EXTENSION AGENTS
IN MONTANA

APPENDIX C

101 C Julia Martin Dr.
Bozeman, Montana 59715
February 14, 1974

As most of you know, I am attending Montana State University this year. I am working on a research project with an objective of determining what procedures are being used by county agents to involve local people in their Extension Program Planning.

I am mailing the attached questionnaire to every Extension Office in Montana and fifty-five Extension Offices outside of Montana. These are in eleven states in the west and mid-west.

The agents outside of Montana who will be filling out this questionnaire have been selected by their State Directors. The selection criteria for these agents was their utilization of local people in their Extension Program Planning.

From this questionnaire I hope I will get data on how County Agents involve local people in Extension planning. In this questionnaire I chose the name "Extension Program Advisory Committee", which I refer to several times, to identify the body of persons who have been selected to assist the County Extension personnel in Extension Program Planning. Throughout the questionnaire, please regard your advisory committee as the Extension Program Advisory Committee.

As you can see, I will need this data if I am to continue with this effort. Please complete the questionnaire and return it to me by March 1, 1974.

Sincerely,

Nels E. Boe
Graduate Student

APPENDIX D
QUESTIONNAIRE

APPENDIX D

A QUESTIONNAIRE TO DETERMINE
HOW EXTENSION PROGRAM ADVISORY COMMITTEES CONTRIBUTE
TO THE DEVELOPMENT OF COUNTY PROGRAMS OF WORK AND PLANS OF WORK

NAME _____ OFFICIAL TITLE _____

ADDRESS _____
P.O. BOX NUMBER _____

CITY _____ STATE _____ ZIP CODE _____

1. Please indicate your years of service as a County Extension Agent

_____ Years in present county _____ Total years as an Extension Agent

2. Population from 1970 census of: County Seat _____
Is your office located in the County Seat? Yes _____ No _____
If "No" to the above question, what is the population of the
city where your office is located? _____

3. Do you have a Extension Program Advisory Committee which you use
in planning and/or preparing the county program of work and the
plan of work? _____ Yes _____ No. If "yes" please continue with
the questions.

4. What is the official name of your Extension Program Advisory
Committee? _____

5. Is your Extension Program Advisory Committee divided into sub-
councils to assist in the planning and preparation of specific
areas of the County Program of Work and the Plan of Work?
_____ Yes _____ NO

6. Who is responsible for identifying persons in your county who
would be effective as members of the Extension Program
Advisory Committee?

_____ Extension Agent	_____ Officers of local
_____ Through public election	_____ organizations
_____ County Commissioners	_____ Extension clientele
_____ Other (specify) _____	

7. How often does your committee meet with the Extension Staff?

☐ Monthly
☐ Quarterly
☐ Twice/year

☐ Once/year
☐ Other (specify) _____

8. Approximately how much time per year does the Extension Program Advisory Committee spend in planning and/or preparing the program of work and the Plan of Work?

☐ 2 hours ☐ 6 hours ☐ 10 hours
☐ 4 hours ☐ 8 hours ☐ Other (specify) _____

9. Do you provide public recognition for the members of the Extension Program Advisory Committee? ☐ Yes ☐ No.
If "yes" complete the following table.

Frequency of Recognition	Radio	TV	Daily Paper	Weekly Paper	Extension Newsletter	Appreciation Banquet
Once a month						
Once a Year						
Mentioned Occasionally						
Mentioned Appropriately						
Other (specify)						

10. Indicate which of the following were taken into account when the final selection was made of the Extension Advisory Committee:

☐ Engaged in general production agriculture
☐ Former member of 4-H
☐ Former member of Home Economics Clubs
☐ Engaged in agribusiness
☐ Chamber of Commerce
☐ Minority or ethnic
☐ Geographic boundaries
☐ Engaged in specialized agricultural production
☐ Demonstrates leadership ability
☐ Current 4-H members
☐ Current 4-H leader

- ☐ Current Extension Homemaker member
☐ Officers of producer organizations such as Stockgrowers, Pork Producers, Dairy Poultry Association, etc.
☐ Church leaders
☐ Elected government officials
☐ The power structure outside of the official government or the legitimizers and the opinion leaders
☐ Other (specify) _____

11. Was there a certain method or technique employed to determine who would serve on your extension Program Advisory Committee? Please check below the method which most closely resembles the method you used:

- ☐ County-wide ballot
☐ Appointed by the Extension Agent
☐ Appointed by the County Commissioners
☐ No formal appointment: just asked to serve
☐ Individuals volunteered to serve as a member
☐ Others (specify) _____

12. There are many ways that we learn about the needs of those we serve. Please indicate in the chart below the importance of each method used in obtaining the information about needs of people in your county.

Source of information about needs of people	Rating						
	No Importance			Very Important			
	1	2	3	4	5	6	7
Organized meetings with Extension Council	/	/	/	/	/	/	/
USDA Committee for Rural Development committee meetings	/	/	/	/	/	/	/
Office visits by local clientele	/	/	/	/	/	/	/
Telephone calls by local clientele	/	/	/	/	/	/	/
"Street corner" meetings with your clientele (any chance meeting)	/	/	/	/	/	/	/

	Rating						
	No Importance				Very Important		
	1	2	3	4	5	6	7
State Extension Specialists	/	/	/	/	/	/	/
County Agents in other counties (during meetings) which you attend	/	/	/	/	/	/	/
State and area Program Coordinators, Supervisors and Directors	/	/	/	/	/	/	/
4-H Council	/	/	/	/	/	/	/
Producer organizations such as Pork Producers, Beef Producers, Poultry, Dairy, etc.	/	/	/	/	/	/	/
State Director	/	/	/	/	/	/	/
Commodity Groups	/	/	/	/	/	/	/
Farm organizations such as Farm Bureau, Farmers Union, etc.	/	/	/	/	/	/	/
Other _____	/	/	/	/	/	/	/

13. There are many decisions to be made in the development and implementation of the Program of Work and Plan of Work. Please indicate in the table below the importance of the assistance received from your Extension Program Advisory Committee.

Nature of Assistance Received	Rating						
	No Importance				Very Important		
	1	2	3	4	5	6	7
Determining Community Needs	/	/	/	/	/	/	/

13. (cont'd)

Nature of Assistance Received	Rating						
	No Importance			Very Important			
	1	2	3	4	5	6	7
Establishing goals based on needs	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Planning the Nature of the Program to meet Community needs	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Assessment of Resources available to carry out Program	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Establish Program Priorities	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Develop Procedures	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Arrange for special resources for accomplishment of task	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Activate the county plan	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Work to remove restraints so program can move ahead	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Follow-up on plan	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Volunteer to head committee	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Public Relations	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Public Information	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Evaluation of program activities	/ /	/ /	/ /	/ /	/ /	/ /	/ /

13. (cont'd)

Nature of Assistance Received	Rating						
	No Importance			Very Important			
	1	2	3	4	5	6	7
Influencing involvement of others in Extension activities	/	/	/	/	/	/	/
Re-plan	/	/	/	/	/	/	/
Other (specify)	/	/	/	/	/	/	/

14. By completing the table below, indicate if you have provided special training for your Extension Program Advisory Committee members, or if you are aware of prior training which would enable them to function more effectively as council members.

Type of Training Provided	Training prior to serving on Ext. Committee		Ext. Train. after Appt. to Comm.		Date of last Ext. Train. sessions (app.)
	Yes	No	Yes	No	
Leadership training					
Social Action Processes					
Group Processes					
Program Planning					
Diffusion Process					
Communications					
*Kellogg Ext. Educ. Project					
Other (specify)					

*Kellogg Extension Education Project in Montana is a training program designed to train local leaders in various subjects which leaders need to function efficiently. Other states may have similar programs. Please respond accordingly.

15. By completing the table below, please indicate if you plan to provide additional training for your Extension Committee.

Type of training	No immediate plans have been made	Date of planned training			
		1974	1975	1976	Later Date
Leadership training					
Social Action Processes					
Group Processes					
Program Planning					
Diffusion Process					
Communications					
Other (specify)					

16. Based on your knowledge of the members of the Extension Program Advisory Committee, please complete the following table:

[illegible]

APPENDIX E

A "FOLLOW-UP" LETTER TO REMIND
LATE RESPONDENTS OF QUESTIONNAIRE

APPENDIX E

March 5, 1974

Dear Sir:

Recently I mailed you a questionnaire regarding your use of local people on an advisory committee or board in developing an Extension program. I have had a very good response to this questionnaire, but have not to this date received one from you. Even though the March 1 deadline is past I still have time to include your data in the study if you can mail the questionnaire as quickly as possible. Thanks again for your time.

Sincerely,

Nels E. Boe
101 C Julia Martin Dr.
Bozeman, Montana 59715

APPENDIX F

SUMMARIES OF CATEGORY "OTHER" (SPECIFY) RESPONSES
(ELEVEN WESTERN STATES)

APPENDIX F

SUMMARIES OF CATEGORY "OTHER (SPECIFY) RESPONSES
(ELEVEN WESTERN STATES)Question Number

6. Who is responsible for identifying persons in your county who would be effective as members of the Extension Program Advisory Committee?

RESPONSE: "Members of existing subject matter area councils or boards". "Anyone interested in a particular committee".

7. How often does your committee meet with the Extension staff?

RESPONSE: "As needed".
"The overall committee meets 2-3 times per year normally. The 8 sub-committees meet according to the program needs. Usually at least once per year. Committees working on a project may meet 6-8 times per year".
"As often as needed but always once or twice a year".

8. Approximately how much time per year does the Extension Program Advisory Committee spend in planning and or preparing the Program of work and plan of work?

RESPONSE: "I send information to study at home".

9. Do you provide recognition for the members of the Extension Program Advisory Committee?

RESPONSE: "Yes officers of specific groups".
"I plan to start this year".

10. Indicate which of the following were taken into account when the final selection was made of the Extension Program Advisory Committee:

RESPONSE: "Local agency heads and or agency boards".
"Public schools".

"Status with peer group".

"Representatives from 4-H homemakers council".

11. Was there a certain method or technique employed to determine who would serve on your Extension Program Advisory Committee? Please check below the method which most closely resembles the method you used.

RESPONSE: "Appointed by commodity committee and appointed by agent".

"Member of agricultural interest".

"Use of existing group representatives".

"Chairman of agriculture advisory committee makes selections".

"Public election".

"Elected by County Commissioners district".

12. There are many ways that we learn about the need of those we serve. Please indicate in the chart below the importance of each method used in obtaining the information about needs of people in your county.

RESPONSE: "Civic clubs, consumer groups".

"Chamber of Commerce".

"The Kansas Extension Council says who is eligible".

"Other surveys".

13. By completing the table below, please indicate if you plan to provide additional training for your Extension Advisory Committee.

RESPONSE: "Action oriented committee activity".

"The 4-H advisory committee will be taking a hard look at the current 4-H program and needs of all youth in the county during the next two years".

"Technical training in certain areas.

APPENDIX G

SUMMARIES OF CATEGORY "OTHER" (SPECIFY) RESPONSES
(MONTANA)

APPENDIX G

SUMMARIES OF CATEGORY "OTHER" (SPECIFY) RESPONSES
(MONTANA)Question Number

6. Who is responsible for identifying persons in your county who would be effective as members of the Extension Program Advisory Committee:

RESPONSE: "Executive committee of local development council".
"Advisory board itself".
"County Economic Development Association".

7. How often does your committee meet with the Extension staff?

RESPONSE: "Four times during the late fall and early winter".
"When called once or twice a year".
"4 to 6 times".
"As needed".

8. Approximately how much time per year does the Extension Program Advisory Committee spend in planning and or preparing the Program of Work and Plan of Work?

RESPONSE: "As needed to appoint and inititate committees".

9. Do you provide recognition for the members of the Extension Program Advisory Committee?

RESPONSE: "none".

10. Indicate which of the following were taken into account when the final selection was made of the Extension Program Advisory Committee.

RESPONSE: "Senior citizen, and representatives from the school".

"Community representatives".

11. Was there a certain method or technique employed to determine who would serve on your Extension Program Advisory Committee?

Please check below the method which most closely resembles the method you used.

RESPONSE: "Asked county commissioners approval and any other recommendations".
"Annual meeting where people are elected by county commissioners districts".
"Recommended by advisory committee members".

12. There are many ways that we learn about the needs of those we serve. Please indicate in the chart below the importance of each method used in obtaining the information about needs of people in your county.

RESPONSE: "Meeting with community homemakers and groups that are not Extension homemakers".
"Questionnaires".
"B.I.A.".
"Local government".
"Community representatives"/