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NORTH CAROLINA-API PROGRAM IN HUMAN RESOURCE DEVELOPMENT

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The Extension Service in North Carolina has become *people* conscious and in cooperation with the Agricultural Policy Institute has designed an educational program around the theme, "Development of Human Resources." We hope to achieve a better understanding by both extension personnel and local leaders of the need for and the problems of developing people who can function effectively in a complex modern economy. This broadening of the base of understanding was set forth as our major objective since we felt this was necessary to prepare community leaders, with the assistance of extension personnel, to launch action programs that would get at the heart of the problems facing people in making social and economic adjustments.

We began with a meeting of the extension administration, including district agents. The objective of this meeting was to solicit support and get advice and counsel concerning how to proceed. We succeeded in getting the full support of the administration.

A three-man committee was appointed to spearhead the project. The committee was supplemented by advisors, including several people from the campus and two or three people from each of ten counties. Every person associated with the committee participated from the beginning until the program was launched in the ten counties represented and introduced to all other counties at the 1964 annual conferences involving the total state Extension Service. The program was endorsed vigorously by the extension administration at these meetings.

The main task of the committee was the preparation of materials for the program. I think the highlight of the program materials is the set of slides designed to be shown in conjunction with a recorded script. The points made in the program are:

1. The United States is the most highly developed country in the world—yet, we are continually searching for ways to achieve an even higher rate of growth.
2. A high rate of economic growth will not, in itself, solve the

income problem and related problems of thousands of North Carolina citizens.

3. The problem is to maintain a high rate of economic growth and develop people so that they are willing and able to make the necessary adjustments. The fruits of progress are bitter to those who are unable to make adjustments in response to changes in economic conditions.

4. At the very heart of economic growth is a shift of resources between industries, between geographic regions, and from low to high skilled jobs. Technological change is the engine of progress, but it is the basic force that requires people to move and continually upgrade their skills.

5. Education is the major avenue through which social and economic changes are achieved.

6. Millions of persons in the nation could be more productive if they were properly trained and had the desire and ability to move into better jobs.

7. The problems of people in adjusting to a rapidly changing economy are many and varied. There are no easy answers. Numerous government programs are available to help people help themselves and their neighbors. Much can be done by local people without government assistance.

8. Many youth are heading down a blind alley by not preparing themselves to participate in an increasingly complex society. In the future, these people will be suspended in the throes of poverty unless extra effort is made to improve their productive capacity.

The slide-tape presentation was designed to generate interest in the total program and to provide a limited learning experience for those who might not participate further. It is hoped, however, that most counties will carry out a full-fledged program using the entire packet which includes:

1. "Developing North Carolina's Human Resources"
2. A script, "Developing North Carolina's Human Resources"
3. "Change—Agricultural and Economic Trends in North Carolina"
4. Supplement, "Developing North Carolina's Human Resources"
5. "People—Our Most Important Resource"

6. Six leaflets on "Developing Human Resources for Economic Growth"
7. County Extension Guide, "Developing North Carolina's Human Resources"

Although each county is free to improvise and implement the program as it thinks best, depending upon the local situation, a general procedure was proposed as follows:

Step I. Staff Preparation

- A. Become familiar with packet of materials and discuss in detail with county staff.
- B. Collect, analyze, and develop into presentable form appropriate county data.
- C. Develop a county extension plan and schedule for the project.

Step II. Presentation to Related Functional Groups

- A. County commissioners
- B. County Extension Advisory Board
- C. County Agricultural Workers Council

Presentation to these groups may be a matter of information to gain support, or appropriate groups may be asked to help develop the project plan.

Step III. County Committee

A county committee is needed to aid the county staff in developing, coordinating, and promoting the county program.

- A. Select a committee of 7 to 12. Types of leaders that should be on this committee are: County school superintendent; secretary of chamber of commerce; key banker; representatives of major county organizations, Employment Security Commission, industrial educational centers; and others.
- B. The committee should be trained on:
 1. The purpose of program
 2. County situation as related to human resource problems and opportunities
 3. Its role and responsibilities
- C. The committee should develop a project plan that will include:
 1. Project objectives

2. Clientele to be reached
3. Procedure plan
4. Persons to be responsible
5. Project timetable
6. Evaluation

Step IV. County-Wide Leaders' Meeting

This should be sponsored through the county committee as a part of the total county plan.

- A. The purpose of this meeting is to inform and train county leaders on the present conditions, trends, etc., in the county and materials available for their use. After this meeting, these leaders will be prepared to present the Human Resource Development project to their respective groups.
- B. Leaders to be invited to this meeting should include representatives of all groups within the county that have interest in human resource development, such as PTA's, civic clubs, churches, home demonstration clubs, 4-H Clubs, community organizations, and many others.

By using this procedure, the committee felt that Extension would be able to train leaders who would take the leadership in conducting the program in their respective organizations.

Step V. Follow-up

Follow up county leaders' meeting by making materials available and providing assistance upon request. The follow-up would include giving recognition to individuals and groups for presenting the program and carrying out other specific related projects. Mass media coverage would be a major part of the project.

I am not sure how the results of this type of educational program are measured. One of the home demonstration ladies who carried the program to the low-income groups informed me that in the first meeting she had four persons to enroll in a training program of one form or another. This type of activity or response is very rewarding. However, I think in the long run the type of response that will be of greatest significance can be illustrated by the individual who votes "yes" in the next school bond referendum as a result of this program.

I anticipate that the program will also serve as a launching pad for many more specific activities. It will provide the background and the frame of reference for local groups to develop community action

programs and projects that will get at the heart of their problems. Over the long pull, I think this program will improve the over-all performance of professional groups such as the Extension Service itself in achieving the general objective of improving the level of living of all people in the state.