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EXTENSION IN RURAL COMMUNITIES BY SAVILE, A.H. (1978). A MANUAL FOR AGRICULTURE AND HOME EXTENSION WORKERS- OXFORD UNIVERSITY PRESS, 1978. ISBN 019-8594-062: 148PP

Reviewer

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ABSTRACT

Savile (1978) has managed to come up with this book Extension in Rural Communities which gives theoretical and practical knowledge to community advisors and extension workers. The author has developed impressive topics and sub-topics on Extension in Rural Communities which are applicable to developing and developed countries. The author has managed to share his practical and theoretical understandings on extension education for rural communities in order to create a global socio-economic transformation. This transformation intends to create conducive and enabling environment for sustainable rural development by critically taking into consideration issues encompassing agriculture, high standards of living, formation and running of co-operative societies, land reforms, organising farmers, rural community leadership and farm expansion. Therefore, this book "Extension in Rural Communities" is an important source which highlights critical and current issues impinging community members in their development process. Apart from increasing the knowledge base, providing policy-relevant and pushing forward development efforts, "Extension in Rural Communities Book" serves as a solid reference point for current and future scholars, extension workers, researchers and policy makers interested in rural development across the globe. Despite the strengths of this book; it has the following shortcomings: The arrangement of the chapters and sub-chapters lacks a good chronological order. At the same time, the author has put too much emphasis on agriculture and very little one on non-agricultural related economic activities. Furthermore, the author has been discussing about community programs and remained silent on community development project and finally, the entire book has been discussing on how to improve agricultural production and unfortunately nothing has been said on how to improve/secure markets for the agricultural produce.

Key words: Extension, Rural Communities, Agriculture, Home Extension Education, Community, Advisors and Extension Workers

1.0 SYNOPSIS OF THE BOOK

Extension in Rural Communities book revised edition of 1978 by Savile has managed to cover different important and critical areas in extension and rural communities organised in eleven (11) chapters as follow: Chapter One: Meaning of Agricultural Extension. In this chapter two sub-topics were covered that is the differences between extension and advisory services and the purpose of all extension work-the basis of extension teaching. Chapter Two: The Basic Principles of Extension Education. Under this chapter, the following were covered: The recognition of community needs, the five essential stages, the process of extension and five important principles.

Chapter Three: Survey for Extension. The sub-topics were initial steps, human factors to be considered, making a survey and recording the observations. Chapter Four: Program Planning. This covered the extension program, the plan of work and the calendar of work. Chapter Five: Evaluation. In this chapter the following sub-topics were covered: The reasons for evaluation, evaluation of extension teaching and how to undertake a simple evaluation.

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Chapter Six: The Teaching of Extension. This included the process of teaching, the ladder of learning, incentives, some basic principles of extension teaching (lecturing or speaking in public).

Chapter Seven: Extension Teaching Methods. In this chapter the following were covered: Mass methods-(Individual methods) and visual aids in teaching. Chapter Eight: Local Leaders and Farmers Organisations. This chapter covered local leaders' value in extension work, the selection of local leaders, training of local leaders, recognition of local leaders, importance of local leaders in local self-government and the value of farmers' organisations. Chapter Nine: Co-operative Societies. Sub-topics are definition of co-operative societies, principles of co-operative societies, organisation of co-operative societies, co-operative credits for farmers, co-operative marketing, different kinds of co-operative societies and running a co-operative society.

Chapter Ten: Spreading Extension through Clubs. This chapter covered the following sub-topics: Young farmers' clubs, their purpose, their formation, responsibilities of a club leader, the organisation of young farmers clubs, activities, women club activities, club meetings and club programs. Chapter Eleven: The Training of Junior Extension Workers. This topic covered the following sub-topics: Home demonstrators (women), field assistants (men) and the need for training and supervision in the field.

2.0 BOOK CONTRIBUTIONS AND REVIEWERS CONCERNS

The book (*Extension in Rural Communities*) is very helpful fundamental resource to field workers towards improving their daily obligations of delivering knowledge and skills to community members, involving community members in the development process, enabling farmers transform their land use and farm management practices for the sustainable rural development. The author has managed to come up with methods, theories and practices which can be applied in addressing different extension related issues facing the rural community members as a result of applying traditional (old) methods of farming and production. The traditional (old) methods of farming and production was associated with soil erosion rather than resources husbandry, diminishing crop yields, keeping of thrifless livestock and presence of poor land use tenure system which was neither favourable nor conducive to the community members.

Due to the dynamics in socio-economic system, community members in rural areas in the contemporary time are looking for high standard of living and amenities, land reforms, security of land tenure and progressive farming. The new systems if adopted will open up opportunities for agricultural credits among rural community members as well as skills and knowledge acquisition. As a result, this will enable the rural community members to learn how to produce better and improve their general wellbeing. Therefore, this book "*Extension in Rural Communities*" appears to be the right resource to fill this gap.

In addition, *Extension in Rural Communities* by Savile, (1978) sixth edition, is among the appropriate resources for students at different academic levels (certificates, diplomas, bachelors and post graduate), social work, community development and project planning and management. In particular, the book is resourceful for people working in social development programs, community interventions, community development, rural development, community projects and community organisations where extension education is needed. Furthermore, lecturers and trainers at the colleges and the Universities will find the book very important on issues related to extension education, extension agriculture, rural community capacity building and general rural community empowerment.

However, despite this book (*Extension in Rural Communities*) being very analytical and comprehensive on issues related to farming, livestock production, community programs and community projects in rural areas, the following shortcomings are to be rectified to enrich its chapters to be in a good chronological order and able to provide rural community members, students, researchers, academicians, non-profit making organisations and community at large with adequate skills, methods and knowledge on extension and rural communities.

In chapter one the author has concentrated much on extension for agricultural production hence giving very little emphasis on non-agricultural related economic production. This partly is not quite okay simply because not all rural environments favour agricultural production. Some rural communities are dealing with mining or fishing activities, (Batten, 1957) and Chang, (1963). So instead of putting more emphasis on agriculture, there is a need for the book to focus in a broader perspective "rural economy" which will encompass all economic activities taking place in rural areas, (Asif, 2015); (Supe, 2017) and (Hasra, 2020). If this will be the case, then, there will be sub-topics such as meaning of rural economy, types of rural economy, challenges facing rural economy (Diseases and pests, price

fluctuations, post-harvest loss, soil erosion, bad weather condition and poor infrastructures) and how extension education can be applied to overcome rural economic production challenges.

In chapter three which is on survey for extension, the sub-topics listed here are initial steps, human factors to be considered, making a survey and recording the observations. Other aspects are overlooked but they need to be added here to make this chapter comprehensive and informative. These are issues like socio-economic and political factors. The socio-economic and political factors are very important in spearheading rural community development and at the same time they do determine the delivery and acquisition of extension skills and knowledge by the community members.

Chapter four which is on program planning and covered issues like the extension program, the plan of work and the calendar of work; This chapter is insufficient because it didn't discuss anything on community projects. Community program comprises of different community projects. Rural community members need knowledge and skills on how to co-ordinate and manage different projects for their development. Therefore, issues like project cycle management from project identification, project design, project appraisal, project implementation and project monitoring and evaluation should be covered in this chapter. Community projects may be on livestock keeping, farming, health services or education services, but all in all they are part and parcel of the holistic community development so should not be ignored in the course of providing extension education to the rural community members.

Chapter five is about evaluation. This chapter has the following sub-topics: The reasons for evaluation, evaluation of extension teaching and how to undertake simple evaluation. This chapter has two weaknesses; firstly, the chapter has to read as *Monitoring and Evaluation*. This is very imperative because these two terms are inseparable when it comes to development related activities. Chronologically, monitoring precedes evaluation and the converse is correct for evaluation. Secondly, in terms of chapter's arrangements; chapter five on evaluation should not be placed at the middle of other chapters but instead it should be placed at the end of all other topics. In so doing, this will enable community members to get an insight that evaluation is basically done at the end of a given community project or program and monitoring should be exercised throughout the project/program life cycle.

Chapter ten which is about spreading extension through clubs had the following sub-chapters: Young farmers clubs, their purpose, their formation, responsibilities of a club leader, the organization of young farmers clubs, activities, women clubs activities, club meetings and clubs programs. The sub-chapters on women club activities is gender biased. The chapter has to be gender neutral. If at all, there is a need to have women club activities, we should at the same time have men club activities. Or otherwise, this sub-topic can be termed as community club activities which will encompass both men and women.

The entire book insisting on how to improve production through extension education, how to improve community members standard of living and amenities, land reforms, security of land tenure and progressive farming. Unfortunately enough, the book is silent on how to secure market and competitive price. It should be noted that an increase in production if not associated with market for the surplus cannot improve the socio-economic wellbeing of the community members. Therefore, rural community economic improvement should go hand in hand with reliable and reputable market. In this respect therefore, there is a need to have another topic on extension services and marketing for rural communities. The proposed topic will have the following sub-topics: The meaning of market, types of markets, determinants of a good market, application of extension education in securing market and challenges associated with marketing (low price, few/no customers, marketing information and profit realisation) in rural communities.

3.0 CONCLUSIONS AND RECOMMENDATIONS

After reviewed the book titled *Extension in Rural Communities* by Savile (1978), the following can be concluded: Firstly, the author has managed to cover extensively and deeply different issues on extension in rural communities including the meaning of agricultural extension, the basic principles of extension, survey for extension, program planning, evaluation, teaching of extension, extension teaching methods, local leaders and farmers organisations, co-operative societies, spreading extension through clubs and the training of junior extension workers.

Having going through the chapters and sub-chapters of this book "Extension in Rural Communities" it was revealed that there is a need to re-arrange the chapters and sub-chapters in order to come up with a good chronological order of the discussions. Among other issues, in chapter one, the author has to discuss the rural economy in general

whereby, agriculture is a subset. Chapter three sub-topics need improvements to include among other issues socio-economic and political dimension as catalysts for rural community development. This two factors (socio-economic and politics) have the capability of speeding up or lowering down the process of rural community development or delivering and acquisition of extension education among the rural community members.

In chapter four it is recommended to have a sub-topic on community projects. Community projects are fundamental for community development. It is also recommended that chapter five has to discuss not only evaluation but also monitoring because these two items usually work together. But at the same time, chapter five to be made the last chapter of the book in order to bring a good chronology of the flow of discussion . Finally, in chapter ten on the sub-section women club activities should be changed to read community club activities in order to avoid gender biasness and to make the discussion more enticing to both men and women.

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