

the projects still to come. This process of experimentation, it is only fair to say, should never come to an end; we should never stop learning. But at the beginning we shall have most to learn.

From all this it follows, of course, that in the early projects especially variant techniques should be tried and observed. Tube-wells should be installed with different depths, specifications, and patterns. Educational efforts should be made with demonstration farms in some areas, with radio programs, film strips, and movies in others. Different case loads for agricultural extension workers should be tried. And so on, to the maximum extent that inventiveness and facilities permit. Insofar as possible, everything should be tested in the field (in addition to the experimental station and the laboratory) and the field tests should be part of the comprehensive monitoring system.

Socio-Economic Research

In addition to the studies mentioned above, that fit conveniently into a system for gathering meteorological, hydrologic agricultural, and economic data on a regular schedule, a variety of more specialized studies are needed.

Most urgently we need increased understanding of the social dynamics of change in an impoverished agricultural community. What channels of communications are most effective, and why? What factors influence the willingness of farmers to adopt innovations? Partial answers to such questions will come from observing the development of the administrative program, but experience has shown that fuller understanding can be obtained only by highly specialized research of a sociological or anthropological sort. Thus such research should be prosecuted side-by-side with the efforts of the regular statistical program.

Especially important is the transfer of technology to farmers, and the study of techniques of transfer must be a high-priority area of research. In this connection, three methods seem particularly worthy of further study: (1) The farm-planning or budgeting approach, which has been very successful in the United States and which is the basic technique of the intensive-program in India; (2) The "cooperative-academy" approach which has yielded excellent results at Comilla in East Pakistan; and (3) The use of mass communication media.