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EXTENSION SERVICE

REVIEW



the values of graduate study

Official monthly publication of Cooperative Extension Service:
U. S. Department of Agriculture and State Land-Grant Colleges
and Universities cooperating.

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guidposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Prepared in
Division of Information
Federal Extension Service, USDA
Washington 25, D. C.

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EDITORIAL

Here's a quote from "Graduate Study for Me—A Guide for Extension Workers," by Mary L. Collings that seems to me bears repeating:

"If you can possibly manage the leave and the expense, you will do well to devote full time to graduate study. You will do more reading, discussing and thinking of what you are learning.

"Your study program, if given full time, will take on more depth. Teachers are more available for counseling. There is the atmosphere of a great university and the society of scholars to encourage you to greater appreciation of learning."—WAL

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.



A Matter of Degrees

by DR. H. R. ALBRECHT, President,
North Dakota State University

SPEAKERS and writers addressing themselves to the academic requisites of workers in the Cooperative Extension Service generally arrive at these three points:

We have been thrust into an environment of constant and rapid change.

We are being overwhelmed by the quickening pace and staggering volume of newly-discovered knowledge.

We must become thoroughly knowledgeable in the use of improved Extension teaching methods.

These points have become almost trite, but their values have undiminished significance. The reason is simple enough: Thus far, Extension in many quarters still has not placed first priority on its educational role, preferring to emphasize service aspects of the job. This causes most speakers and writers to observe also that:

Industry, mass media, certain governmental agencies, and other groups have become exceptionally active in the service field. In many cases they have out-distanced Extension as contacts for information in agriculture or home economics.

Extension's responsibilities now include broad programming in the areas of social, community, family, and youth development. Many times these call for competencies foreign to Extension's past, even when they can be geared directly into the production complex.

To fulfill its mandate in its most nearly complete sense, Cooperative Extension programs must involve progressively more of the university's total resources.

These three points, like those listed previously, would indicate that Cooperative Extension's future must become more oriented towards its educational role. This role is rarely the one under attack when it is suggested that the dimensions of the program be curtailed for such uncertain reasons like the reduced numbers of farms and farmers, and the farm surplus problem. It is the role referred to when it is proposed, almost paradoxically, that the Cooperative Extension approach would be useful for nonfarm constituencies and in subject matter areas outside agriculture and home economics.

Extension has lived, grown, and adjusted to the influences of two World Wars and other international conflicts, economic busts and booms,

television, hybrid corn and artificial breeding, vitamins and antibiotics, fewer farms but a growing suburbia, school jointures, PTA's and higher taxes, DDT and irrigation, Federal farm programs, and a host of federal agencies.

For the most part, through much of this period of development, Cooperative Extension kept its program relatively uncomplicated. The program has featured strong emphasis on production and services, with a high degree of independence and even isolation, and often with minimal coordination within its own structure.

New Academic Achievements

The fact that Extension could develop and maintain a highly successful program within such a complex only served to effect a greater disassociation with the rest of the university and to minimize the interest and participation of the Service in professional or inservice training. Extension's exhaustive soul-searching, however, has implemented a noticeable improvement in its academic levels of achievement. For example:

Surveys of the degree status of agronomists associated with land-grant colleges in 1958 and in 1961 showed research and instruction personnel rising strongly to the fore insofar as degree status is concerned. But circumstances among Extension specialists are improving rapidly.

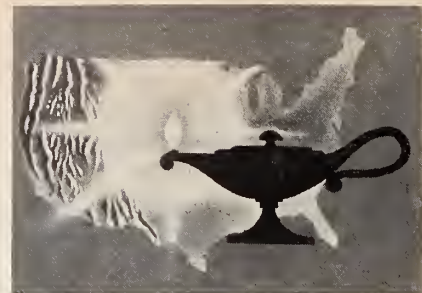
The implications for Extension are more or less apparent. What holds true for agronomy is perhaps little different from other areas of agriculture or home economics.

As Cooperative Extension moves more deeply into the university structure, as it invariably must, it has to attain levels of academic and professional achievement comparable to those expected of research and instruction. This means more advanced degrees and greater participation in professional affairs. This also means meeting academic obligations face to face with all elements of the university to assure acceptance of Extension (yes, including general) as a legitimate and essential function of the university.

(See *Degrees*, page 22)

Why Graduate Study

by DR. NAOMI G. ALBANESE, DEAN, School of Home Economics,
The Woman's College of the University of North Carolina



AS THE system of higher education becomes more massive, and society itself becomes more complex, the need for trained intelligence will grow and so will the importance of graduate study. With the growing influence of graduate education and with the sacrifices graduate study requires from an individual, it is legitimate to ask yourself why go to the effort, expense, and time to pursue an advanced degree.

We are aware of the dire need of the highly trained specialist in this age of scientific and technological innovations. The words of John W. Studebaker, former U. S. Commissioner of Education, are more relevant in 1963 than in 1939 when he said:

As never before, human welfare today depends upon the results of research, and upon the steady streams of scholars needed for the increasingly arduous demands of intellectual leadership. That unit of our educational system most directly responsible for stimulating research and for developing scholarly leadership is the graduate schools.

Need for Graduate School

The graduate school, in the words of Jaques Barzun, is "the helper of scholarship's conscience." The survival of our way of life rests on our maintenance of a strong, alive institution devoted to the extension of knowledge and to its communication.

The American graduate school exists for: (1) the training of researchers and for carrying on basic research; (2) the preparation of experts in such fields as business, industry, government, agriculture, and public welfare; and (3) the preparation of men and women for careers in college teaching.

Prerequisites to Consider

As one considers graduate study, the relevance of the objectives of a graduate program must be carefully weighed. Relevance, however, is not enough in deciding whether to engage in advanced study. As Professor Thorndike has said, "There are two golden rules for choosing adults for further education: the rule of ability and the rule of interest."

A certain type of ability is desirable for graduate study. Blegen defines it as, "The ability to solve problems—a healthy respect for facts, for evidence, for principles, for laws; it requires fair evaluation and interpretation of data and the drawing of sound conclusions."

Interest in a particular subject matter field or combination of disciplines must exist before considering graduate work. This applies to interest in the academic area as well as a field of specialization.

Interest and ability still are not enough. To these should be added imagination, discrimination, a capacity to think creatively, and integrity in serving the truth. The unknown quantity for which graduate schools are continually searching is the steady glow associated with true lovers of learning.

Other factors need to be pointed up as one evaluates his potential for graduate study.

An essential academic prerequisite is the desire and ability to work independently. One major difference between the graduate and undergraduate programs is the individual initiative required of students.

In addition to a sound foundation in his field of specialization, the individual should have a grasp of one or more foreign languages that can be used as tools in research.

Knowledge of the use of the library

and its many resources is essential.

The ability to use the English language with accuracy and effectiveness is imperative.

Another skill which has a direct bearing upon successful graduate study is the ability to use the typewriter. This may appear a lowly concern, but many graduate schools will not accept work written in longhand.

Compensations of Study

But the compensations of graduate study far outweigh the sacrifices. In the words of Howard Mumford Jones they are:

- The sense that one's energies are focused upon an adult way of life—the problem of professional preparation.
- Associating on terms approaching intellectual equality with specialists in the field of the student's choice.
- A growing awareness . . . of his own proficiency as a young expert in the field.
- A final glory of graduate work is the sense of being one with a company of learned men the world over, men who are concerned for the advancement of knowledge without reference to class, race, religion, nationality, or language.

Another significant value to be derived from graduate study is the experience gained in selecting and carrying out a piece of research. Research assures adequacy of preparation, freshness of viewpoint, enthusiasm for the subject, and a sense of personal satisfaction which comes from the mastery of a subject and from the pursuit of a problem to its solution. Research can provide one of the major satisfactions of advanced study as well as the culminating experience of formal academic preparation.

(See *Graduate Study*, page 23)

What Does Graduate Study in ADULT EDUCATION Offer?

by DR. MALCOLM S. KNOWLES, Associate Professor, School of Education, Boston University



EXTENSION work is essentially adult educational in character. Your clientele is overwhelmingly adult and your primary channel of influence, even to youth, is through adult volunteers. Your objectives are educational, with emphasis on changing behavior. You have no sanctions, such as compulsory attendance and degrees, so you are compelled to work with your clientele in terms of their needs, interests, problems, and motivations.

These are the hallmarks of adult education. In fact, in adult education circles we cite the Cooperative Extension Service as our largest and most successful national adult educational agency.

This is not to say that all Extension workers are primarily adult educators. They are not. Most are primarily horticulturists, home economists, or specialists in some other technology. But almost all Extension workers make use of their technological specialty through adult educational means. Their effectiveness is determined, not only by how well they know their subject matter, but by how skillful they are in helping adults learn what they need to know about it. Because this is so, adult educational competencies are a required component of the Extension workers' role.

Program Offerings

Graduate programs in adult education have been established in perhaps two dozen universities. Of these, 15 offer master's and doctor's degrees with adult education as a specialization. These include: Boston, Buffalo, California (UCLA and Berkeley), Chicago, Columbia, Cornell, Florida State, Indiana, Michigan, Michigan State, New York University, Ohio State, Syracuse, and Wisconsin.

Typically, these programs attract experienced workers from a variety of occupational settings (industrial

training, group work, libraries, religious education, school and college evening programs) who have also discovered a large adult educational component in their roles.

An increasing number of Extension workers have been appearing in these programs in recent years. For example, currently at Boston University two Extension workers are well along toward doctorates. One has a master's in nutrition and the other a master's in horticulture. Four, whose bachelor's degrees were in home economics, are seeking master's in adult education.

All have reported to me that they especially value the enrichment of comparing and exchanging experiences with people from other fields.

Competencies Developed

What adult educational competencies are developed in these graduate programs? There is some variation in emphasis among universities. However, I believe that the following statement of objectives of the Boston University program is quite representative, since it grew from a study of all other programs 2 years ago:

- To develop an understanding of the role of adult education in society and in the total national educational enterprise.
- To develop knowledge about the nature and scope of adult education as a field of study and practice, including its aims, philosophical issues, clientele, agencies, methods, literature, and relationship to the rest of education.
- To develop an understanding of the adult as learner, including the unique characteristics of adult learners; the process of development through adult years; the process of learning in adult individuals and groups; and the forces that affect learning in the dynamics of individual, group, and community behavior.

- To develop skill in the use of adult educational processes, including the diagnosis of individual and social needs; the defining of objectives; the designing, organizing, administering, and evaluating of programs; and the selection, training, and supervision of teachers and leaders.

- To develop attitudes conducive to performing a helping role in individual and social change, including respect for processes of scientific inquiry, tolerance for individual differences and conflict, and appreciation of democratic processes of decision-making.

- To develop appreciation for the values of a free society in which each individual is encouraged to develop continuously toward his full potential throughout life.

- To develop an understanding of the resources, methods, and findings of research in adult education and skill in evaluating and interpreting them.

Adult Differences Recognized

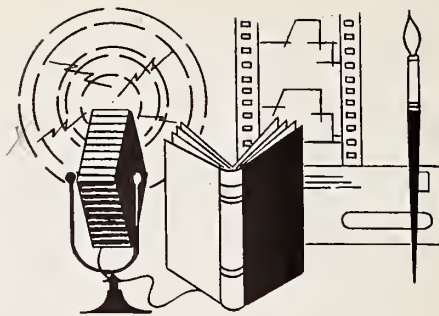
Probably the central concept upon which graduate study in adult education is founded is that adults are indeed different from youth as leaders in many respects—in degree if not in kind. Therefore, different theories, methods, techniques, and materials are required.

A considerable body of knowledge and procedures has been accumulated, much of it contributed from Extension work but a good deal from other sources as well. This has become the hard core of the curriculum of graduate study in adult education.

But in most universities adult education is perceived as an interdisciplinary discipline. So our students range widely in the behavioral sciences and humanities in accumulating the required credits for a degree. (See *Adult Education*, page 21)

The Importance of COMMUNICATION ARTS

by WILLIAM B. WARD, Head, Department of
Extension Teaching and Information, Cornell University



OUR chances to make the Cooperative Extension Service a continuing, vital, progressive force in America improve substantially as we learn more about communications. For this reason, it is impossible to minimize the importance of Extension personnel studying the art of communication at the graduate level.

No group is more conscious of the wide gaps in knowledge about communications processes than those who give full time to studying, researching, teaching, and working in the area. Others also recognize this gap, as evidenced by a 2-State survey in which county agents were asked:

"What would you add if you could relive your college career?" The majority answered with one word: "Communications."

Extent of Participation

Today, hundreds of county agents and other Extension personnel (who obviously cannot relive their college careers) are taking graduate courses in communications. Many have received master's or doctor's degrees and more are still studying for them.

In some cases, Extension agents, specialists, and administrators have chosen communication arts, or a segment of this broad field, as a major. But more have picked the subject as a minor.

They have found many courses in graduate schools throughout the Nation and programs in which specialization can range from one segment to the entire field of general communication arts. Graduate programs are so flexible that students may enroll, for example, as majors in agronomy, foods and nutrition, or Extension administration, and complete a substantial part of their work in a

communications minor. Or they can reverse the option.

Most universities offering graduate programs in communication arts have adjusted to meet the rapidly changing demands of our complex society. Telstar and other recent communications developments, coupled with the current world situation, emphasize the importance of *meaning what we say, and saying what we mean*. Electronic journalism is vital to the space age, and college and university teaching and research programs are being adapted to the communication needs of their present and future graduate students.

More than Skills

Something more than *technical* expertise in communication arts is now required. No person becomes an artist in any field simply by practicing or studying formulas and methods. Current graduate programs in several universities focus not only on the skills of mass and person to person communications, but on motivation, learning, perception, group interaction, public opinion, mass behavior, attitude formation and change, human values, and the customs and mores of society.

In such a graduate program, a school or college of journalism or communication arts draws heavily on other disciplines within the university. For example, the University of Illinois Ph.D. program in communications:

Applies the methods and disciplines of the social sciences (supported by the humanities, fine and applied arts, and natural sciences) to problems of human communications. This interdepartmental degree permits the study of two kinds of communication: *interpersonal*

communication, emphasizing the learning and use of language by individuals, and *mass* communication, focusing on the behavior of individuals in society in relation to social agencies and processes of communications. The history of the mass media, their structure, policy, and support, their governmental and social control, their messages, audiences, and effects, are studied in the light of sociology, psychology, economics, political science, journalism, and other social and humanistic disciplines.

Fringe Benefits

The University of Illinois and other institutions offer financial assistance to qualified graduate students in communications. Many schools have fellowships, tuition exempt, for both first-year and second-year students with superior scholastic achievement. They also offer a number of tuition scholarships and half-time and quarter-time teaching and research assistantships. Fellowships and scholarships also are available from many other sources, including foundations and the Federal Government.

Before World War II, only a few universities offered a master's degree in journalism and only the University of Missouri offered a doctorate. (The first was granted in 1934).

Now, most journalism schools offer the master's degree and several have doctoral programs in communications. Among the latter are the University of Wisconsin, Michigan State University, University of Minnesota, Stanford University, University of Iowa, Boston University, and Syracuse University, in addition to the University of Missouri and the University of Illinois.

(See *Arts*, page 21)

POLITICAL SCIENCE in Extension Training

by DR. LOUIS H. DOUGLAS, Professor
Political Science, Kansas State University

IN HIS presidential address at the annual meeting of the American Political Science Association in 1956, Prof. Harold D. Lasswell metaphorically described the typical department of political science as a "syndicate of philosophers, historians, behavioral scientists, and public lawyers."

Such a description calls attention to the wide range of subject matter as well as method that characterizes political science at present, a range so wide and method so diverse that at times no central focus of the study seems to exist. Indeed, some people question that there is (or should be) any one central concept underlying all political science.

Central though Diverse

The broad concept of public policy processes may be defended as central to the many subdivisions of political science. The political philosopher is concerned with evaluation of public policies, real or constructed; the political historian with the sequence and consequence of past policies; the political behaviorist with group dynamics controlling the formulation and execution of public policies; the public lawyer with constitutional and legal aspects of public policies, and so on through the many specialties within the discipline.

From these diverse viewpoints, the specialists in political science converge on a central set of problems, the processes having to do with formulating, enacting, and executing public policies.

It seems almost a truism that study in public policy is valuable to persons whose work is so much a part of public policy as the Extension Service. Extension agents and specialists are directly engaged in transforming public policy into program performance; the institution (USDA) of which their work is a part has much at stake in the formulation of public policies. Its role has been significant in the history of agriculture and the Nation; political and social values have been evaluated, determined, and developed by it.

Aside from the technical requirements of Extension, which are many, governmental and political factors

are determinants of program outcomes. Frequently, innate qualities of the individual plus a seasoning of experience have been the bases for competence in coping with such factors, and these would seem irreplaceable.

However, the contribution that might come from study in political science merits evaluation. What added competency may be anticipated from such study? Within the broad range of political science, what segments have the most to commend them?

It should be noted at once that no one proposes that the Extension Service be staffed with political scientists. It is not intended that they be trained in one of the specialized branches of political science. Nor are we now discussing the broad cultural values of humanistic and social science studies. These should be included in the general education of every citizen, and it is hoped that the general education will include some courses in introductory political science.

Values to Extension

Our present concern is with the merits of the proposal that it would be of value to the Extension agent or specialist to include one or more courses in political science at the advanced training or graduate level. Defensible values would include:

- One well-chosen course will provide awareness of an ongoing stream of research in current policy programs in which political scientists have frequently participated in urban studies; much less frequently in rural studies.

- An awareness will be developed of the "public" aspects of careers in the Extension Service and the nature of the limitations thus established. Decision-making as a focus of the "political" will lose some of its mys-

tery. The intriguing mixture of the practical and the rational will more readily be discerned and analyzed.

- Such study should bring a recognition of the complex and pluralistic arrangement of American public institutions. Simply as a descriptive matter and with respect to terminology, value will come from use of and conversance with such concepts as: elite, equalitarian, gerrymander, administrative, legislation, and lobby. These concepts are not foreign to Extension.

- The student of political science will come to a partial understanding of the nature of the "myth-values" undergirding the political community in which he lives. This type of understanding is never complete but is highly important. One's own myth-values will have been revealed by this study.

The values indicated above are not certain to be supplied by a random selection of courses in political science. Recall the wide range of this discipline noted at the outset of this discussion. This wide range is suggestive of a development differing in kind and perhaps in speed from other fields of study.

It is frequently said that political science is "behind" economics and sociology. This seems to mean that political science has not kept up with the others in developing tools for precise measurement and prediction. This may be true and may continue since political science is moving along an exceedingly broad front. Hence realization of the values above depends on selection of an appropriate sector of the total field. At present the variety is at its highest.

Possible Study Areas

A sector of political science that offers a contribution in both substance (See *Political Science*, page 17)

Added Dimensions through ECONOMICS Study

by DR. R. C. SCOTT, Director, Division of Marketing
and Utilization Sciences, Federal Extension Service



MORE COOPERATIVE Extension workers than ever before are taking graduate study in economics today. This may be because they recognize the importance of economics and are learning to understand and appreciate its relevance in our space age economy.

Since Extension's early days, the U. S. economy has become more market oriented. Agricultural production has been concentrated more on commercial family farms, and commercial activities associated with agriculture have been increasing rapidly.

Economics Defined

Economics has been defined as a study of those social relationships associated with the acquisition and use of material requisites of well being. Economics deals with broad principles supported by facts which generally explain three types of human activity:

- (1) How resources are brought together to produce the goods and services desired by the people;
- (2) How people spend their incomes among and between consumption goods and services; and
- (3) The relationship of income, prices, money supply, taxes, etc., to production and consumption and the impact that changes in each have on the production and consumption of goods and services provided by private enterprise and the different levels of government.

A study of economic principles provides guidelines to the individual to approach the complex, often bewildering, array of facts and figures, to help him select the significant ones for his purpose, and to interpret their significance to the particular problem under study.

Meeting Primary Concerns

One important concern of economists is that of helping to achieve the highest levels of living for our people through economic analysis and helping to develop and foster needed economic institutions and arrangements. As agriculture and the businesses associated with it have become more commercialized, as families have had higher incomes and levels of living, and as the educational level of our citizens has increased, the concern for economic arrangements which will meet our changing conditions has become more important to our people.

Farmers, for example, have become increasingly concerned about the economic effects of various government programs and other institutional arrangements on their prices and incomes. The Cooperative Extension Service has responded by including analysis of the economic impacts of these institutional arrangements in many of its programs. For work on issues involving decisions by the public, the public affairs program was developed.

As farms grew larger and capital requirements increased, need increased for know-how on the business side of farming. Extension responded by giving more attention to the economics of production and management of the farm.

With the shift of marketing functions from the farm and the demands for additional marketing services, greater concern developed about costs of marketing. Extension responded with more emphasis on marketing educational work to increase efficiency.

With increased resources available to the family, the home management

program has become important in helping families maximize their satisfactions from available resources.

The development and expansion of all these programs has called for better understanding of economic principles and facts on the part of professional Extension workers.

Problem-Solving Approach

It is often said that economics deals with logical and orderly weighing or analysis of alternatives available to people. It provides the necessary ingredient for integrating the many fields of specialization or disciplines available in Extension as they are utilized by a farmer, family, or marketing firm. It is concerned with the most profitable or advantageous use of land, for example, taking into account all the pertinent technical information.

As we move ahead with the problem-solving approach in our educational programs, such integration is necessary for our efforts to be most effective. Since the county agent is the focal point through which much of our educational work is conducted, he or she is in a unique position to integrate or help integrate subject matter from various disciplines to most effectively help people solve their problems. Such an approach, when properly related or coordinated, is much more meaningful to people as they consider needs, identify problems, and appraise alternative solutions and probable consequences of each.

Added Dimensions

Thus, graduate training in economics can be of great value to county Extension agents in helping them

(See *Economics*, page 17)

HUMAN DEVELOPMENT is basic to Extension Education

by DR. GLENN C. DILDINE, Consultant, Human Development-Human Relations Program, National 4-H Club Foundation

WHY do we act as we do? How do a person's inner ways of thinking and feeling, about oneself in relation to others, influence and control one's outer actions?

How have we learned our present ways of thinking, feeling, and acting? What forces have operated in this learning? How do they continue to influence future learning?

Toward what kinds of behavior should we be aiming in these changing times?

What implication does all this have for effective helping relations with others, in our shifting roles as supervisors, teachers, advisors, counselors?

Foundation of Education

These basic questions are the foundation for effective education, and education is Extension's job. Education is the process of learning, and learning is change in human behavior. Therefore, an effective Extension worker needs to understand people and to see his program as ways to help people learn better ways of behaving (thinking, feeling, and acting).

This was relatively simpler in Extension's more traditional role. But social change is forcing everyone to develop more complex educational programs to meet more complex human problems: economics of marketing, from local to international; impact of population shifts and technical change on urban and rural communities; effective overall use of total resources (including agriculture and home economics) in communities which may vary widely in level of development; special needs of various groups who need more complex insights and skills to meet changing conditions (younger 4-H'ers, teens, young unmarrieds, young marrieds, senior citizens).

Again, we are looking at necessary changes in human behavior. The people we serve need deeper understanding of what we are all facing, realistic confidence that they are equipped to meet continuing change, and more complex skill in devising ways to meet change.

Needed Competence

This all requires a continually experimental approach to our educational roles, based on answers to our original questions. So Extension workers need to develop three related kinds of competence:

- *Understandings*: Familiarity with results of research on how people behave, grow, and learn, as individuals (Human Development) and in groups (Human Relations).

- *Acting*: Practiced skill in applying this knowledge, through adaptation of the scientific method to understanding specific individuals and groups, and to continually developing and testing results of our help to people, aimed toward the particular learnings they need to better meet their living situations.

- *Feelings*: Deep dedication to the value of each person; deep conviction that people have real capacity and desire to learn. Conviction that Extension's important job is to help people become more able to make their own decisions and handle their own affairs. Strong belief in our own capacity to become more sensitive and skillful in helping such growth.

Where can we get help in developing these inner qualities?

Understanding Behavior

The various behavioral sciences now provide a wealth of help. For

example, biology shows how to explain and even predict physical growth, in size, rate of maturing, type of physique. It helps to explain all behavior as our natural drive to use energy, both for maintenance and for growth and learning.

Sociology and anthropology help us see each individual as a product of his particular "social inheritance." They predict, in general, what to expect of groups from differing social backgrounds.

Psychiatry explains deviations from socially valued behavior, and how to help people learn more effective behavior. Psychology provides clues to mental and emotional development and behavior, emerging from physical and social bases.

Synthesizing ideas help us to relate information from these different disciplines to actual behavior of living people. For example:

Developmental tasks—each person's physical maturing and cultural pressures lead him to work to master a predictable series of common growing-up jobs which account for much of his actions.

Theory of self—each person's unique outer actions grow out of how he has learned to think and feel about himself and others, consciously or unconsciously.

Acting on Knowledge

Extensive research in the process of education shows us how to apply this general knowledge to actual behavior of people. We now have dependable "models" for adapting the method and attitudes of science to both the "diagnostic" and "treatment" (understanding and program) phases of our educational responsibilities.

This is the promise of graduate work in Human Development and Human Relations. Knowledge of behavior and competence in its application to people are the necessary fundamental tools of any effective teacher, whatever his area of work. Positive, yet realistic, valuing of self and others is the attitude which insures that we will use this knowledge and skill democratically "for the common welfare," rather than selfishly for the advantage of a select few. ■

PSYCHOLOGY and the Extension Worker

by DR. ERNEST W. ANDERSON, Leader, Extension Education, Illinois

EXTENSION people often find their more perplexing problems are psychological in nature. For example, why do people believe what they do? What makes them behave so differently? What can be done to stimulate them to examine critically a problem situation when developing programs? Answers to such questions as these can be found in the study of psychology.

Psychology is scientific method applied to the study of human behavior. It is not magic. It can give much insight into the problems arising from "helping people to help themselves."

Individual Differences

As human beings, we are similar to all other people. Yet, as individuals, each person is uniquely different from any other. These differences are more than physical. They include such psychological factors, as attitudes, values, knowledge, and skills. These differences arise, partly, because of different past experiences.

Because people are individually different psychologically, they cannot respond identically to an Extension worker or his subject matter. But, if an audience with similar interests and problems is selected, then they may become interested, involved, and informed because of their common interests. Communication and understanding occur when concepts and experiences have a degree of "commonness" among the persons involved.

Problem of Motivation

In education it is recognized that effective teaching rests upon the desire of people to learn. This is motivation.

Too many Extension workers talk

as if motivation were something they do to people. Prizes and rewards are often given for "motivating" people. This is extrinsic motivation. But, a learner evaluates a reward in terms of his own value systems and he acts in accordance with his inner personal motives. Motivation, in a final sense, is an internal psychological process rather than an outward seeking of rewards.

A study of psychology can help an Extension worker increase his sensitivity to the unspoken purposes and motives of people he teaches. People may not always understand or be able to verbalize what they need to learn. Psychology demonstrates that people learn what they want to learn. They will ignore what is meaningless to them no matter how important professional people may think it is.

The similarity between the words "motivation" and "emotion" may give further insight into the motivation process. Motivation can be stimulated by a teacher who sets the stage for emotional reactions.

Learning has been described as a result of reduction of tensions and frustrations. For example, when a problem has been solved, there are fewer tensions associated with it. Motivation to learn in a problem-solving situation might arise from a group feeling of need, individual curiosity, or a desire for a compromise solution.

Perception and Learning

Psychology can help Extension workers appreciate how people perceive and understand new situations, facts, or values in terms of their past experiences. Learning is a mental process in which new experiences are associated or combined with what is already known.

Aristotle was aware of the laws of learning in regard to similarity, contrast, and contiguity. He recognized, as have psychologists since his day, that things are perceived in terms of what is already known. This is the psychological reason for "starting where people are" in Extension education.

The senses are the gateways between one human mind and another. The more sense channels used to gather impressions, the more a person will learn and retain. This is using one sense to reinforce perceptions from another. Seaman Knapp was aware of this principle when he said that a man might not believe what he hears, and he might doubt what he sees, but he would believe what he does.

Group Interaction

Man is a social creature as well as an individual. Much of our hidden desires are for group interactions of a social nature. People want social approval, social status, and social acceptance.

A great amount of what people know was learned from their social peers such as friends, neighbors, relatives, fellow workers. This is the psychological basis for neighborhood discussion groups in a community development project.

In addition to being social, each person also strives to be an individual. This is why group leaders plan to give recognition to each person who is involved in a program. A most important skill of leadership is the ability to find a working balance between satisfying people's social needs and their personal desires for individual recognition.

The study of psychology can help Extension educators understand themselves as well as the people with whom they work. Every person lives with himself and with others. Even though psychology may not be studied as a science, every action of every person illustrates its principles.

For an individual to live is to behave in some fashion and individual behavior is the basic material of psychological study. We can learn much about our own nature by studying the actions and reactions of the people around us. ■

The Extension Worker and ANTHROPOLOGY

by DR. TOM T. SASAKI, Associate Professor,
department of Sociology, University of New Mexico



AFTER examining the curriculum offered by a graduate department of anthropology, with titles such as, "Origin and Antiquity of Man," or "Archeology of the Old World," and Extension worker may legitimately ask, "What can I gain by enrolling in such courses?"

Indeed, the average layman may have one of several negative reactions to the field of anthropology: It has absolutely no meaning for him; it is the study of prehistoric cultures and village ruins; or it refers to the collection and description of strange customs of aboriginal and preliterate peoples.

Actually, the course titles given above represent only a small fraction of the specialized subject matter of anthropology. Much of it has direct bearing on the work of many Extension agents.

In the past, anthropology has focused its attention largely on preliterate peoples with non-Western cultural traditions. This is considered the principal province of this discipline.

Studying Modern Societies

More recently, anthropologists have become equally concerned with the application of their method of viewing a society or culture as a system of interrelated parts of a whole, to the study of modern societies and organizations. One branch of anthropology, for example, deals specifically with the application of anthropological principles to societal and organizational problems arising from the introduction of technical change in industries and economically depressed areas.

The value of this orientation is that anthropologically trained per-

sons have a method of applying to particular situations what is known about societies or cultures in general. From observations of human behavior in preliterate cultures (without the biases which confront persons studying their own society or culture) anthropologists have been able to achieve a more refined degree of understanding behavior.

Agricultural Extension workers involved in programs designed to change food habits or techniques of agricultural production of a given group, know that although rational understanding of the benefits to be derived by their adoption is important, it is not sufficient motivation to accept new practices. Equally important are the customary ways of implementation and symbolic values attached to these introductions by the group.

Concept of Culture

The concept of culture is central in all courses offered in anthropology departments. In essence, it refers to the way of life followed by a group of people. A people's culture is the totality of learned patterns of behavior which enables man to adapt to his natural and social surroundings.

Culture can be viewed as a system, in that links exist among the various roles, institutions, and customs within the group. Knowledge of this concept is vital to understanding the behavior of people in groups.

There are hundreds of subcultural groups within the United States, each with its own unique cultural base. For example, the ethnic, religious, class, regional, and other groups and

categories of people. Awareness of the existence of subcultural groups can be useful in helping to design programs which would best fit the value system and social structure of particular groups. Likewise, they would be helpful in determining the reasons for resistance against programs.

Numerous questions can be raised. The Extension worker might ask himself: "Why are some groups more active than others? Why are some programs more acceptable than others? Why are we not reaching those groups who might benefit most from our program?"

Anthropological skills enable the individual to analyze the human relations factors in the culture or subculture, which are often responsible for acceptance or nonacceptance of programs.

Developing Awareness

Understanding the concept of culture enables the Extension worker to be aware of his own biases, the nature of expected behavior patterns and the values of the organization of which he is a member. Examination of himself and his organization may reveal his own subcultural values which may tend to impede his effectiveness.

For example, if we assume that most Extension workers have been brought up on a farm, with values inherent in rural communities and primary interest in rural folks, they may be prevented from devoting time and attention to the needs of the urban population. The workers' notions regarding group and leadership, based on their knowledge of rural

(See *Anthropology*, page 21)

FELLOWSHIPS and SCHOLARSHIPS

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural Extension workers, with priority given to those on the administrative level, including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H club workers. Individuals being trained to assume administrative responsibility will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State Extension Services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, Purdue, and Wisconsin.

Applications are made through State Directors of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Forms are available from State Directors of Extension. Applications must reach the Farm Foundation not later than March 1.

Grace Frysinger Fellowships

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home agents an opportunity to study and observe home demonstration work in other States.

The fellowships are \$500 each to cover expenses of one month's study.

Each State may nominate one candidate. Agents to receive the fellowships will be selected by the National Home Demonstration Agents' Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders. Forms can be secured from the State chairman or the National chairman, Margaret Isenhower, Extension Home Economist, Courthouse Annex, Hollidaysburg, Pa.

Noninations from the States are due May 1.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, 2 in each State and Puerto Rico, to qualified professional staff members of the Cooperative Extension Service.

Applicants are nominated by their respective State Extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county Extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for Extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications must be made by January 1 for winter school and by March 1 for summer school. Applications should be made through the State Director of Extension to the Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm and Garden Association offers Sarah Bradley Tyson Memorial Fellowships of \$500. They are for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted broadly to include home economics. Again this year the Association is making available two such fellowships.

Applications should be made by April 15 to Mrs. Robert A. Lehman, 235 East 22nd Street, New York 10, N. Y.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 scholarships to Extension supervisors.

The Farm Foundation will pay \$100 toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1962 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by March 1 through the State Director of Extension to Dr. R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each Extension region, for county agents attending the Regional Extension School courses in public agricultural policy.



The 1962-3 National 4-H Fellows (left to right) Edward H. Merritt of New Hampshire, Bobbie D. Davis of Ohio, James B. Arnold of Maryland, Mercele Barelman of Nebraska, Lois McClure of Kentucky, and Charline Hamilton of Tennessee, are greeted by Dr. E. T. York, Jr., Federal Extension Service Administrator. The National 4-H Fellowships, among the highest awards bestowed on professional

4-H workers, have been awarded since 1931. Since then, 95 individuals, representing 37 States, have received the fellowship. In addition to an informal study of government in operation, unique feature of the fellowship, the National 4-H Fellows enroll in graduate study programs in the Washington, D. C., area. The FES Training Branch directs the fellowship study program.

The Foundation will pay \$100 of the expenses of the agents selected by directors. Both agricultural and home agents are eligible.

Applications for scholarships should be made by January 1 for winter school and by March 1 for summer school. They should be sent through the State Director of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

National Agricultural Extension Center For Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students.

Fellowships are limited to persons in administrative, supervisory, or training positions in the Cooperative Extension Service within the 50 States and Puerto Rico. Other persons may be considered if their administration strongly recommends them as individuals to be employed in the near future for administrative, supervisory, or statewide training responsibilities.

For students without other financial support, fellowships amount to \$3,000 for the calendar year for a person without dependents and \$4,800 for a person with three or more dependents. The individual and his institution are expected to contribute financially to the maximum of their resources. The amount of the fellowship will be prorated accordingly.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either the summer or fall semester of 1963 must be received not later than March 1, 1963.

The Center for Advanced Study is sponsored cooperatively by the Association of State Universities and Land-Grant Colleges, Federal Extension Service, W. K. Kellogg Foundation, and University of Wisconsin.

Persons interested in opportunities at the Center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison 6, Wis.

University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1963-64 for study in adult education.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is \$5,000 for four quarters of consecutive resident study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1963.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, Department of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidates academic record, motives in seeking advanced training, and leadership potential.

National 4-H Service Committee and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six National 4-H Fellowships of \$3,000 each are available to young Extension workers who are former 4-H club members. These are for 12 months of study in the U. S. Department of Agriculture under the guidance of the Federal Extension Service.

Two of these fellowships are provided by the National 4-H Service Committee, Chicago, Ill., and four by Massey-Ferguson Inc., Detroit, Mich.

Fellows may study at a Washington, D. C., area institution of higher learning or may organize an out-of-school program of study.

Fellowships are awarded to young men and women from nominations by State Directors of Extension or State 4-H club leaders to the Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications may be obtained from the State Director of Extension.

The applicant shall not have passed his 32nd birthday on June 1, 1963. Deadline for application is March 1.

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co., Inc., of New York, N. Y., will sponsor two fellowships to be awarded in the fall of 1963 for graduate study leading to a degree.

The fellowships are available to county agricultural agents (including associates and assistants) doing adult or 4-H work in animal husbandry, dairy, or poultry management. The awards are \$3,000 each.

Applications may be obtained from the State Extension Director. Any county agricultural agent with a minimum of 5 years' experience may submit an application to his State selection committee.

One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by March 1, 1963, to the Division of Extension Research and Training, Fed-

eral Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Sears-Roebuck Foundation and National 4-H Club Foundation

Fifty scholarships are available to Extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The workshop will be held June 17-July 26 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General Studies, George Washington University.

Scholarship applications will be open to men and women Extension workers from each State and Puerto Rico. States are encouraged to nominate teams of two or more staff members.

Special consideration will be given to Extension supervisors, State leaders of training, State 4-H club personnel, family life specialists, and others having responsibility for training in this field of study.

Applicants shall not have received one of these scholarships before. Scholarships will range from \$180 to \$220.

Applications may be obtained from the State Director of Extension. Approved applications are to be sent by the State director to Mary L. Collings, Division of Extension Research and Training, Federal Extension Service, USDA, Washington 25, D. C., by March 1.

Michigan State University Graduate Assistantships in Resource Development

The Department of Resource Development, Michigan State University, offers four graduate assistantships to students working on master's degrees. Three research assistantships of \$1,800 and one teaching assistantship of \$2,000 are available. Students devote half their time to departmental teaching or research assignments for 9 months. A maxi-

mum of 12 credits (teaching) or 16 credits (research) may be taken each term.

Applications should be submitted, before March 1, to the Department of Resource Development, Unit "E" Wells Hall, Michigan State University, East Lansing, Mich.

Dow Study Tour Scholarships

The Agricultural Chemicals Division of the Dow Chemical Co., Midland, Mich., is offering 50 Study Tour Scholarships to County Agricultural Agents for 1963. Recipients of the Study Tour Scholarships will be selected on the basis of one per State with minor adjustments being made for NACAA membership in various States.

Scholarships consist of a stipend of \$250 to each agent, to help cover expenses of a planned 3-week travel tour. Separate tours are planned in June for agents in each of four Extension regions.

The Dow Study Tour Scholarship program is a unique professional training opportunity especially designed to help county agents keep abreast of changes in our dynamic agriculture and find new ideas for use in their own county program. Recipients of the Scholarship will take part in a carefully planned group study tour of marketing enterprises, understanding farm operations, agribusiness, successful Extension Service programs, and rural development and research projects.

The program is an activity of the Professional Training Committee of the National Association of County Agricultural Agents. Applications should be made through the State member of the NACAA Professional Training Committee by March 1. John Hansen, County Extension Agent, Dallas, Ore., is National Chairman. Brochures covering details of the '63 program will be available this month.

National Science Foundation

The National Science Foundation Act of 1950 authorizes and directs the Foundation to award scholarships and graduate fellowships in the mathematical, physical, medical, bio-

logical, engineering, and other sciences. The fellowship programs provide support to scientists in programs of study or scientific work designed to meet their individual needs.

Seven fellowship programs are in operation: graduate fellowships and cooperative graduate fellowships for study for a master's or more advanced degree; post doctoral fellowships and senior post doctoral fellowships for individuals who have previously received a doctoral degree; three programs are not applicable to Extension personnel.

Fellowships are offered in: agronomy, animal husbandry, forestry and range science, horticulture, soil science, botany, entomology, veterinary science, agricultural engineering, agriculture and food chemistry, mathematics, economics, sociology, psychology, anthropology and other fields.

The Fellowships Section, Division of Scientific Personnel and Education, National Science Foundation, Washington 25, D. C., administers the fellowship program.

Fellowships, Scholarships and Assistantships in Extension Education

University of Florida: One fellowship of \$1,650 and one teaching and research assistantship of \$2,000. Contact Dr. E. G. Rodgers or Dr. S. E. Grigsby, College of Agriculture, University of Florida, Gainesville, Fla. Graduate assistantship and fellowship applications must be filed before February 1, 1963.

The Ohio State University: Two research assistantships of \$2,400 each. A limited number of out-of-state tuition scholarships on a competitive basis—approximately \$500 each. Application should be made by February 1, 1963. Contact Dr. R. W. McCormick, Assistant Director, Ohio Extension Service, 2120 Fyffe Road, The Ohio State University, Columbus 10, Ohio.

University of Tennessee: College of Home Economics. One assistantship of \$1,000 plus waiver of tuition and fees. Contact Dr. Claire Gilbert, Extension Training and Studies Specialist, College of Home Economics, University of Tennessee, Knoxville, Tenn.

Washington State University: Edward E. Graff educational grant of \$900 for study in the field of 4-H club work. Applications are due April 1, annually. Contact E. J. Kreizinger, State Leader, Extension Research and Training, Washington State University, Pullman, Wash.

University of Wisconsin: A limited number of research assistantships are available, paying \$205.50 per month plus a waiver of out-of-state tuition. For further information contact W. T. Bjoraker, Chairman,

Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wis.

Cornell Summer School Discontinued

The Northeast Extension Directors have discontinued the Regional Extension Summer School at Cornell University. Their decision was based on the recognition that many States now have graduate programs which provide professional improvement opportunities.

SUMMER SCHOOLS

**Colorado State University
Fort Collins, Colorado
June 17-July 5**

- Principles in the Development of Youth Programs (R. O. Monosmith, California).
- Impact of Change on Home and Family Living (Beatrice A. Judkins, FES)
- Impact of Change on Agriculture (E. W. Eldridge, Iowa)
- Principles in the Development of Agricultural Policy (T. R. Timm, Texas)
- Public Relations in Extension Education (W. L. Nunn, Minnesota)
- Human Behavior in Extension Work (Reagan V. Brown, Texas)
- Organization and Development of Extension Programs (E. L. Kirby, Ohio)
- Urban Extension Seminar (William J. Kimball, Michigan)
- Basic Evaluation Adapted to Extension Teaching (Ward F. Porter, FES)
- Extension Communications (M. E. White, Wisconsin)

**Prairie View Agricultural and Mechanical College
Prairie View, Tex., June 3-21**

- Agricultural Communications (Instructor to be announced)

- 4-H Club Organization and Procedures (Instructor to be announced)
- Rural Health Problems (Instructor to be announced)
- Development of Extension Programs (O. B. Clifton, Texas)
- Extension Teaching Methods (Harlan Copeland, FES)
- History, Philosophy and Organization of the Extension Service (Kate Adele Hill, Texas)

**University of Wisconsin
Madison, Wisconsin
June 3-21**

- 4-H Club Organization and Procedure (G. L. Carter, Wisconsin)
- Extension Methods in Public Affairs (J. B. Kohlmeyer, Indiana)
- Psychology for Extension Workers (George F. Aker, University of Chicago)
- Visual Aids for Extension Workers (Claron Burnett, Wisconsin)
- Development of Extension Programs (Gale VandeBerg, Wisconsin)
- Evaluation of Extension Work (Patrick Boyle, Wisconsin)
- Rural Sociology for Extension Workers (Donald E. Johnson, Wisconsin)
- Personal and Family Finance (Louise A. Young, Wisconsin)
- Supervision of Extension Programs (Marlys Richert, Robert Clark, Wisconsin)

Why Study ADMINISTRATION?



by DR. ROBERT C. CLARK, Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin

MEETING the challenges facing Extension workers today requires a great deal of knowledge and skill. One is expected to be competent in his technical subject-matter field, human relations, educational methods, and group organization, to mention only a few areas. Administrative responsibilities are also part of the job in some form or other.

What does the term "administration" mean to you? It can and does mean many things to many people. William H. Newman, in *Administrative Action* broadly defined it as, "The guidance, leadership, and control of the efforts of individuals toward some common goal."

One engages in administration, to a degree, when participating with one's associates in making and implementing decisions with respect to: planning, executing, and evaluating programs; recommending new staff members; conducting training activities; improving organizational relationships; managing budgets; and re-examining the objectives of the program.

Fortunately, the major emphasis in these activities is on helping people to help themselves. In Extension administration one's objective is to help each person make maximum use of his initiative, imagination, and ability to develop personally and professionally as an individual and at the same time achieve the purposes of the Service.

It takes specialized knowledge and skills to successfully provide administrative leadership. Some of these competencies can be acquired through day-to-day experiences. Fortunately, many more facts and skills can and should be acquired through study in

the field of administration since there is a body of knowledge whereby one can learn from research and the experience of others.

There are many opportunities for county Extension agents, specialists, supervisors, and administrators to participate in conferences, seminars, regional Extension schools, and graduate study where the theory, concepts, and procedures of administration are emphasized.

Enriching Values Gained

What are some of the enriching values gained? This was asked of certain individuals who have done graduate study in administration at the National Agricultural Extension Center for Advanced Study.

Dr. George Hyatt, Jr., currently associate director of Cooperative Extension, North Carolina, says:

In any Extension job we move and work in a world of people, not things. If we cannot move and change people, we are not successful Extension workers. Modern theories in administration are concerned primarily with persons and their relationship to the organization. Emphasis placed on courses in political science, economics, sociology, psychology, communications, administration, program planning, etc., was helpful in explaining human behavior. The scientific method in problem-solving and the use of theory and scientific facts in decision-making is helping me greatly in my present position.

Training in Extension administration has given me a much broader view and understanding of public issues, the total farm and nonfarm public Extension is serv-

ing, and the multitude of relationships with other organizations and agencies. . . . The personal satisfaction gained from the learning experiences are most satisfying.

Training in Extension administration is also helpful to persons responsible for the Home Economics Extension program as reported by Dr. Margaret Browne, assistant director of the Wisconsin Cooperative Extension Service.

My graduate work gave me an understanding of organization and administrative theory, and the many philosophical variations thereof. . . . But more important, it afforded me an opportunity to pursue such courses of study as personnel psychology, social psychology, technological change, political science—the fields of knowledge that have helped me understand people.

I learned that small differences are often more important than great similarities. . . . Greater breadth of vision and at least something of an understanding of the unity of all knowledge came as a result of the interdisciplinary approach to administration followed in my graduate study program.

Dr. W. E. Skelton, former State 4-H club leader, and now assistant director of Extension in Virginia, concluded, after a month of post-graduate study in administration:

If every person had to discover for himself the basic principles and laws given us by people such as Edison, Newton, and Pasteur, he would not get very far in his field. It is my belief that it is just as important for us to try to un-

derstand and accept, whenever possible, the generally recognized principles of administration for our use in the Extension Service as it is for other professional personnel to accept principles and theories developed through research in their fields.

Dr. D. C. Pfannstiel, assistant director of Extension in Texas, writes:

Perhaps the most significant and lasting benefit I derived from my study in Extension administration was the contribution it made to the development of a stronger personal philosophy about Extension work. It helped me to gain a much deeper appreciation of the importance of the educational process as a constructive force in a democratic society such as ours—and particularly as that process is utilized by the Cooperative Extension Service.

My study has been very helpful in developing a more objective and analytical approach in dealing with problems. It acquainted me with the potential sources of information in terms of literature and of knowledgeable individuals in administration. This feature is probably the most important benefit of any effective educational experience.

From the Director of the Arizona Cooperative Extension Service, Dr. George E. Hull, came this statement:

Some of the educational experiences which resulted in changed behavior on my part included the study and application of principles of administration, an opportunity to become better informed in personnel administration, and the experience gained from developing a research project and writing a thesis under the guidance of a graduate committee. The latter experience helped develop the ability to be more objective in my thinking and more receptive to objective criticism.

Increased Emphasis Needed

Several major factors place increased emphasis on the need for all Extension workers to develop a better understanding of the "science" and "art" of administration.

Changes in Cooperative Extension's program and clientele call for con-

tinually re-assessing the role of the Service in modern society.

Increase in size of staff during the past 15 years has resulted in a higher degree of specialization, the need for more coordination among members, more delegation of responsibility and authority, and the need for improvement in one's skills in dealing with people.

Changes in directors, supervisors, and chairmen of county staffs have introduced new philosophies, new aspirations, and a greater desire to study administration.

Stress on academic training has resulted in an increase in technical competency, subject matter, and the ability of more people to participate in problem-solving activities.

Specialized and skilled leadership is being required for such important areas as staffing, training and studies, program coordination, budgeting, and reporting.

Interagency relationships of Extension's policy and programing are becoming more complex.

Study in Extension administration that deals with these, and other problems, places major emphasis on the WHAT and the WHY. With such an understanding it is easier to determine HOW solutions can be worked out within the situation that exists in each county and state. ■

ECONOMICS

(from page 8)

maximize the use of highly technical competencies—their own, their fellow county staff members', and the specialist staff's—in developing an integrated program to help solve problems.

Such graduate study usually will involve understanding and training in the use of such "tools" as budgeting, linear programming, methods for deriving elasticities and using them in marketing and public affairs, break-even analysis, financial analysis, feasibility methods, and sampling.

The study of economics can add another important dimension to many Extension workers. In economic problems, the goals and values of people usually play an important role.

For example, one farmer may want to devote a great deal of his time to community affairs, even at the

sacrifice of considerable income. Another may badly need all the income he can earn. They do and should farm quite differently. Thus, individuals may make quite different choices on the basis of the same technical facts, because their values or goals are legitimately different.

Thus graduate study in economics will provide a framework for helping people integrate information from various sciences and to study alternatives for the achievement of any goals and values they may hold. This ability and its use by the Extension worker will add further depth, enrichment, and satisfaction to the individual and will help him or her conduct more effective educational work on some of the most critical problems facing Americans today. ■

POLITICAL SCIENCE

(from page 7)

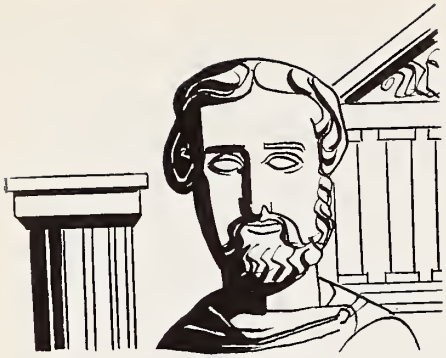
tive and procedural aspects is local government and politics. If a course, or courses, in this area offers a combination with regional planning or community development, so much the better.

Another, quite different, sector worthy of consideration is that of American political ideas. This study is most likely to get at the roots of American political behavior.

A third sector of value in the present setting is that of group politics, pressure groups, and decision-making. Here the Extension worker will find many situations comparable to his own experience.

The above suggestions are in no wise exclusive. Conditions are readily envisaged wherein the greatest value may be found in studies of foreign governments. Specific situations alter cases. A seminar in public administration might be a wiser choice than the nominations above in many cases, the more so since Extension personnel are engaged in that profession.

Dogmatism does not become political scientists. Their discipline is now showing some of the disorder of moving time. The state of public life is such that urgency underlies the moving. Problems at all levels are growing faster than the abilities to solve them. Hence we do not offer a "cut-and-dried" formula or prescription—rather a sequence of questions which themselves may be questioned. ■



PHILOSOPHY: Esthetic Afterglow

by DR. D. H. VASS,
Professor of Philosophy,
Mississippi State University

PHILOSOPHY envisions the ideal as a shelter from the real.

In a memorable letter Servius Sulpicius asked Cicero to transfigure his bereavement for the death of his daughter into an idealized rhythm that runs through the system of things. Any day's work affirms the hope of turning its hardship into courage and its toil into delight. The stakes are high in proportion to the conviction that, when life is worst, it looks forward to a better, and when better to a best.

To start from where we are is to establish triumphantly the need, and thus the wish, for some vision that will blend the fretful stir of the world as it is with the quiet contemplation of it as we should like it to be. Of this high prospect and for this ennobling ideal, let us think of philosophy as the spirit of faithful inquiry deeply interfused in experience, yielding the more abundant life rather than a reality that has shrunk to a poor abstraction. Philosophy is prospective because life is prospective.

A good that is fully good.

If a person is not doing something better than anyone else, our secret hope is that he is doing well; but our secret conviction is that he is not. The modern temper seems more than ordinarily sensitive to skill. To do well is the highest good, to grow weary of doing well the lowest. Having decided what is good for one side of life, we conclude it is good for the other sides too; however, the philosophic perspective reveals the wis-

dom of Mohammed's saying, "If I had two loaves of bread, I would sell one and buy a hyacinth for my soul."

One who pleads for hyacinths to tend the soul is likely to be listened to only by those to whom the loaves have grown stale. To argue the possibility of esthetic involvement before the actuality of economic achievement may be to argue rightly, but it upsets our way of doing things. That one may ever get to first-rate matters, like meaning, without first coming to grips with second-rate matters, like mortgages, is not unlike saying the gardener tends the rose without regard to its roots.

We owe it to Herbert Spencer that values are compelled, at times, to take a back seat while the skills "flaunt their fripperies in the eyes of the world" but in the end are proclaimed highest and reign supreme. This means the farmer must grow two ears of corn instead of one before he reads *The Tempest*; but it also means that, if he never reads *The Tempest*, he has wasted his time on the extra ear.

To live is not the end, but to live well. Let us not, however, disturb the clear-headedness in the skill side of life but add to it the vision of its possibility for intrinsic enrichment on the value side.

The full and complete good is an idealized good.

Our world is hard to handle. One half of it breaks our hearts, the other half mends them; there is real danger of failing and real hope of succeeding. We go on in the world but

often in spite of it. Ugliness is around us, uncertainty is all about us; everything is as unstable as the morning mist.

Nor would we wish it any other way. In a perfect world there is nothing to do because nothing needs doing; the good life is good for nothing. Only in a world that is unlovely do men ever dream of loveliness. Only in a world that is too much with us do they ever reach for an ideal.

When a person asks himself why the world is too much with us, he has a philosophy; but, when he turns his own experience in upon itself to inquire about a more meaningful experience, he is a philosopher.

Men have always though it best to come to terms with an existence that is likely to get worse. When Plato wanted experience flawless, he put the Forms into it for *becoming* something better; when the housewife wants experience flawless, she expresses Plato's forward looking anticipation by putting up her curtains. Both aim at the same aim, the idealized fulfillment of experience.

A common but mistaken notion is that philosophy belongs to philosophers; it must have classic status and prestige, whether meaning or not. Contemplation of the Platonic Forms will do, but not the housewife hanging her curtains; philosophy must not be seen in the kitchen! This is all a pity.

It is possible the only hope we have does not come from beyond but within us and that experience which bestows the hope may also reflect it.

(See *Philosophy*, page 21)



Professional Improvement in HOME ECONOMICS

by DR. MYRA L. BISHOP, Professor and Head, Home Management Department, College of Home Economics, University of Tennessee

EDUCATIONAL institutions, programs, curricula, and courses at all levels have been subject to critical scrutiny in recent years.

As evidence of home economists' concern for the future of their programs and profession, in 1959 two important committee reports were published: *Home Economics—New Directions—A Statement of Philosophy and Objectives*, prepared by the Committee on Philosophy and Objectives of the American Home Economics Association; and *Home Economics in Land-Grant Colleges and Universities—A Statement of Objectives and Future Directions*, prepared by the Home Economics Development Committee, Division of Home Economics of the Land-Grant Association.

In committees, seminars, conferences, and workshops, the study of courses, curricula, and types of programs which will best attain our objectives and increase our effectiveness continues.

Self-Evaluation

Social, economic, and technological changes which affect the values and goals of the families we work with are taking place at an increasingly accelerated pace. Professionally, are we standing still or keeping abreast of the changes in the world around us?

Each day brings new experiences, new knowledge, new products, new challenges. How can we keep up with the rapid changes which affect home and family life? Is our profession prepared to provide families the knowledge which will help them recognize their values, formulate realistic goals, and improve their ability to make decisions so values and goals

of the family and society may be attained?

The trend in higher education today is to increase the amount of general education providing a strong foundation in the fundamental fields of knowledge and reduce the time devoted to acquiring manual skills. Not just technical competence is needed, but knowledge which will enable us to understand and adjust to change.

Competency in subject matter is basic to professional improvement. To acquire and maintain competency requires continual study. Maybe this can be accomplished on the job through inservice training programs, lectures, conferences, reading professional journals, and being constantly on the alert for developments in our own and closely related fields.

Courses for Professionals

It may be difficult to find time to keep up-to-date. Colleges and universities are aware of this and many courses are planned for the professional person whose time is limited.

There is a shortage of people with advanced degrees and whenever possible course work should be planned with a definite goal in mind. Do you plan your study program because it is expected of you in order to qualify for promotion, or because you are seeking knowledge? Your attitude may affect the amount or degree of improvement that will result.

In *Excellence*, John W. Gardner says:

We are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first time in history, such men and women are very much in demand on a very wide scale. . . .

The demand for high-talent manpower is firmly rooted in the level of technological complexity which characterizes modern life, and in the complexity of modern social organization. And more important than these is the rate of innovation and change in both technological and social spheres.

Some of the changes with special implications for home economics, especially professional workers in home management, are: early marriages, emphasis on education, shorter working hours, increased "free" time, increased use of consumer credit, increased mobility of families, emphasis on ease and comfort, increased number of women in the labor force, increase in the aged population.

Management involves values, goals, choices, decisions, organization, and resources. An important function of management is to stabilize and/or change family situations and it has an important contribution to make in helping families adjust to change.

Dr. Ruth E. Deacon in a recent article says:

Fundamental to the development of home economics has been concern for the needs of people provided through home and family living. The responsibility of professional home economics is to study and interpret for families and for the larger society the interrelatedness and alternative possibilities for effective use of available human and material resources in meeting these needs.

Are our programs intellectually stimulating? Are we helping people with the problems they meet today and the ones they will encounter tomorrow? Let us work toward professional improvement and excellence in our programs. ■

SOCIOLOGY in Graduate Study Programs

by DR. ROY C. BUCK, Associate Director, Social Sciences, Professor of Social Science and Rural Sociology, Center for Continuing Liberal Education, Pennsylvania State University

EXTENSION work was rooted in the belief that personal contacts, through home visits, meetings, and demonstrations, constituted central themes of educational procedure. Today, with larger, more heterogeneous audiences and an extended responsibility for Extension to further education in practically the whole of life, new methods are demanded.

Mass communication technology, together with the burgeoning organization in agricultural and rural life, requires new skills of planning, organizing, and executing programs. Extension workers presently and in the future will be spending more time in these types of activities than in direct, face-to-face education.

Increasing value seems to be placed on persons skilled in critical thinking, administrative ability, general knowledge of the contemporary community, and skill in working with groups toward mutually agreed-on objectives. Furthermore, Extension workers no longer are alone as subject matter specialists. They reorganize and work with specialists wherever they are located.

Changing Values

Working with people toward their increased level and standard of living and life satisfactions is fast becoming a highly specialized profession. Knowledge of human relations is seen to be at least as important as the technical knowledge traditionally believed sufficient for successful Extension work.

The experiences of the depression years, and the pressing need for massive adjustments in the agricultural industry and the whole of rural life, have given reason to reconsider the practical significance of systematic study of human relationships

as part of the Extension worker's professional education.

Sociology requirements in undergraduate curricula, from which Extension workers are generally recruited, are likely to be minimal. Nor is sociology likely to be elected by those looking forward to careers in Extension. Because of this "underexposure" to sociology, workers planning graduate study may not see the relationships between sociological training and increased professional competence.

Contributions to Competence

The following is an attempt to point out ways in which sociology can contribute to increased professional competence in Extension. Detailed information can be obtained from the various graduate study departments in rural sociology and sociology and from Dr. George Beal of Iowa State University, chairman of the Committee on Development in Rural Sociology.

Sociology offers the Extension worker an opportunity to discover the accumulation of scientific information on human relations. From this he learns to differentiate and appraise personal experiences, facts and fictions about human behavior. He learns to be wary of easy, deterministic thinking, i.e., all farmers are thrifty and believe in the virtue of land ownership. He develops a responsibly critical turn of mind about the human community.

Sociology offers Extension workers useful sets of analytical concepts. Terms such as bureaucracy, class, power, influence, and authority lost their negative overtones and become handy points around which thoughts can be organized pertaining to administrative and educational problems.

Sociology provides a ready reserve of case studies of how people work toward agreed-on ends. Sociologists working as researchers in community development programs bring to graduate courses and seminars timely understanding of the intricate processes involved in organizing groups for action.

Sociology introduces the Extension worker to scientific methods of human relations analysis. Skill is developed in assembling, organizing, and interpreting qualitative and quantitative data. The Extension worker becomes acquainted with numerous secondary sources of data and learns how to interpret them. For example, population census material provides useful information for studying historic trends and making intelligent judgments relative to social and economic development.

Courses in sociological theory and history of social thought provide the background necessary to interpret human values. The worker will gain deeper understanding of the environment in which he lives. Because of this, his work will exhibit perspective and breadth-qualities necessary in today's cosmopolitan life.

Extension workers often must interpret agriculture and rural life to the wider society—through television, radio, newspapers, periodicals, and personal appearances before local and national groups. Sociology provides information, methods, and points of view which reduce tendencies to be narrowly provincial. It alerts one to be sensitive to the demands and expectations of an ever more interdependent and sophisticated community.

As Extension takes on suburbia and metropolitan centers for program development, Extension workers must be exposed to new subject matter emphases and new agency and organization systems. Courses in urban sociology and metropolitan social organization will help extend the worker's knowledge of his field of responsibility. He will learn that rural and urban are not so much differences in kinds of people and activity but differences in degree on a variety of measures.

Sociology will help the worker face urban Extension development with

a sense of security as he develops an understanding of metropolitan community life.

What Will Be Gained?

Persons entering advanced sociological study need to be aware that what will be gained is essentially, understanding of and a new set of questions about, man's relationship to man. This is not to say that reduction of societal ills is of little concern to sociology. It is. Sociology is strongly committed to the principle that careful study of human groupings, coupled with thoughtful reflection, fosters wise action.

Wise action in an environment of responsible freedom has always been central in the philosophy of Extension. Perhaps sociology's major contribution to the professional education of Extension workers is the strengthening of the belief in this principle and in pointing out alternative ways of achieving its implicit goal of improved living for all. ■

ADULT EDUCATION

(from page 5)

As a professor of adult education I can testify that I especially appreciate having Extension workers in my program. And I hope the time never comes when I don't have a good representative sample of them. For they seem to have a knack for transferring what they learn in the classroom into better programs and practices in the field. ■

ARTS

(from page 6)

Graduate education in communications and journalism has another new dimension—the faculty. At one time, colleges and universities assumed that several years of work on a newspaper, magazine, or radio station automatically qualified a person for a faculty position. Professors with practical experience still have an important part, but now faculties are staffed by men who also have achieved academic distinction and hold graduate degrees.

Values of Education

I am not one of those who pay blind reverence to graduate degrees in communications. However, I would

say to the young men and women in my own profession who wish to remain and hope to distinguish themselves in academic positions: Get a graduate degree as soon as possible, preferably a doctorate.

Several years ago I wrote the following for an official report as chairman of the Professional Improvement Committee of the American Association of Agricultural College Editors:

"We are not sure that formal study toward a higher academic degree is always the most important requirement for editorial personnel in the land-grant colleges. We can think of situations where it might be more advisable for the person to get away for less formal study in a field where he might profit a great deal more."

This is no longer true in an academic atmosphere where the emphasis is on graduate degrees. Moreover, we cannot discount the importance of equal status with those among whom we work. Added to this should be the most significant value of education—personal satisfaction. ■

ANTHROPOLOGY

(from page 11)

Communities and relationships with other colleagues, may blind them to the fact that the urbanized social structure is quite different.

Culture is variable. Some aspects of culture are more amenable to change than other aspects. This is invaluable knowledge for meeting the rapidly changing situations which characterize modern urban and rural life.

The study of anthropology offers the Extension worker an effective way of viewing the behavior of man in his social, cultural, and natural environment. ■

PHILOSOPHY

(from page 18)

We cannot know about that. All that we can know is that a present is with us, and the promise in it may be the only reality open to us.

Nowhere is the use of philosophy more beautifully and more truthfully expressed than in Shelley's idea that our dreams, scattered like sparks from an unextinguished hearth, are harbingers that Spring is not far be-

hind Winter. An elegant present is not enough; it must have an idealized future.

The Extension Function deepens and guarantees value to all persons.

The campus view of the university has been, and is now, quite near-sighted on the point that the good life is involvement in curtains as well as abstractions. I am not arguing that education is an affair of counting heads; I am simply remembering Aristotle, that the good life must be possible.

Science joins philosophy here. Science stresses the prospect of the actual, philosophy the promise of the possible. The difference between them, if any, is overdone. For both show us a wonderful world and aim to get us to it. Life may be a dream, even an illusion; but that does not matter much if somehow we can dispel conflict and cover all experience with the mantle of idealized experience, and make what is beautiful and good for one become so for all others.

The Extension function assumes the threefold task of guaranteeing values in its scientific role, of deepening them in its esthetic role, and of making them possible in its educational role—a truly philosophic design because it anticipates a reality that is warm and steadfast, envisions sweeter manners and purer laws, and stakes everything on a world that is beautiful and good and must therefore be true.

For each of us there is the starting point from where we are; but there is also a farthest point beyond this point, looking out toward the eternal attunement of the predominantly real with the predominantly ideal, which Santayana called the essence of poetry and philosophy. It is the quiet afterglow of the intellectual enterprise which, like the sun's glory at eventide, gives grace and truth to the end of the day.

Let Emily Dickinson show the way to come to terms with a stubborn world:

"To make a prairie it takes a clover and one bee—

And revery.

The revery will do

If the bees are few." ■

DEGREES

(from page 3)

	Extension Appt. only		Research and/or Instruction Appointments		Joint Appointments Research, Instruction and Extension	
	1958	1961	1958	1961	1958	1961
Bachelor's	42.1%	29.0%	18.5%	14.9%	15.9%	14.4%
Master's	39.8	44.5	29.7	36.8	30.1	22.9
Doctor's	18.1	26.5	51.8	48.3	54.0	62.7
No. States with no Ph.D on Staff	27	13	0	0	7	0

Source: Agr. Handbook 116, 1958-59, CSESS, USDA, May 1959
Agr. Handbook 116, 1961-62, CSESS, USDA, May 1962

This isn't just a matter of achieving status, it is primary to Extension's role as an influence upon educational and research programs of the university. It is needed to assure Extension itself of adequate competencies within the limits of its own mandate, influenced as these are by such modern phenomena as the Common Market, moonshots, population growth and shifts, and rural areas development.

The learning experience gained in seeking advanced degrees will help the individual Extension worker, county as well as specialist, to appreciate more fully that learning must be a continuing process—as ideal (and as essential) for Extension workers as for their constituents, perhaps even more so.

County Level Demands

The county Extension worker can hardly be exempted from responsibility for advanced learning. The assumption that the success of Extension in the future is dependent upon how successful it is in becoming part of the total university, reaches its ultimate and most difficultly arrived at expression at the county level. Here will be the test of Extension as a function of the total university.

The county program of Extension (or some variant of it) must be retained or Cooperative Extension at least could not work at all. It is equally evident that Extension's representation beyond the campus must be recognizably competent professionally and adequately trained in the academic sense.

Extension will never, and perhaps should never, rid itself of all service aspects of its job. Nonetheless, it works today in a world where even traditional constituencies want progressive programming which, for example, will make soil test interpretations bases for planning rather than end-points of service.

These demands for larger action on the part of Extension are causing a distinction between the careers of county workers and specialists. As a result, academic programs for county and specialist personnel have separate objectives, albeit a comparable essentiality.

The academic requisites woven into the Cooperative Extension pattern have been helpful to the Service in many ways: County as well as specialist careers have become worthy of separate pursuit; salaries have increased as the levels of academic achievement have risen; the team approach is easier to apply now that greater depth and breadth can be provided in program development; Extension as a profession has gained new respect and position in the universities and in communities.

Continuing Job

As the Cooperative Extension Service becomes a more intimate part of the university, the pressures on personnel for advanced training will become stronger. Perhaps this is what Congress intended when it passed the Smith-Lever Act placing Cooperative Extension into the land-grant colleges and universities. Perhaps they recognized, even so long ago, that

the future of Extension could be secured most lastingly and significantly through maximal pursuit of its educational role.

Sadly, the acquisition of degrees doesn't finish the job for the Extension worker any more than it does for his constituents. For, as Dr. Robert D. Calkins, president of the Brookings Institute has said, "No branch of higher education is more neglected today than the re-education of the educated. . . . No one in these times can go far on the intellectual capital he acquires in his youth. Unless he keeps his knowledge or skill up-to-date, revises it, adds to it, enriches it with experience, and supplements it with new ideas . . . he is soon handicapped for the duties of the day." ■

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. **Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.**

- F 2127 Light Horses—*Revised November 1962*
- F 2147 The Boll Weevil—How to Control It—*Revised October 1962*
- F 2186 Making and Feeding Hay-Crop Silage—*New* (Replaces F 578)
- F 2188 Mechanical Silo Unloaders for Upright Silos—*New*
- G 85 Food for the Young Couple—*New* (Replaces L 306)
- G 86 Growing Camellias—*New*
- L 345 Insects in Farm - Stored Wheat — How to Control Them—*Revised October 1962*
- L 512 Mulch Tillage in the Southeast Planting and Cultivating in Crop Residue—*New*
- L 515 Controlling Phony Disease of Peaches—*New* (Replaces PA 225)
- L 516 Thrips On Cotton—How to Control Them—*New*
- L 517 Russian-Olive for Wildlife and Other Conservation Uses—*New* (Replaces L 292)

GRADUATE STUDY

(from page 4)

Opportunities for Service

For all who have the capacity for intellectual development, who share a love of learning, and who believe in a life of service, graduate study provides the satisfying opportunity for membership in the community of the scholars, and for equipping the individual to play an increasingly important role in the field of international understanding.

Frank Stanton of CBS, in his commencement address at Massachusetts Institute of Technology, directed another vital dimension of graduate study which has meaning for those who maximize themselves and transcend themselves in dedicated service in the effort to realize Godlike values in the world:

"As for ourselves—a Nation of 110,000 primary schools; 30,000 secondary schools; 2,000 colleges and universities; and 70,000 libraries; a Nation which recognized from its beginnings that education was our best hope—let us not rest until we have helped the free peoples of the world become capable of the self-government for which they so nobly and hopefully yearn." ■

OPPORTUNITIES

(from Back Cover)

For example, agricultural economics, agricultural engineering, civil engineering, community recreation, economics, extension, fisheries and wildlife, forestry, geography, geology, horticulture, political science, soil science, urban planning, and landscape architecture.

Field work is an important aspect of study in Resource Development. Those responsible for the programs understand well that only through field observations and work under actual community conditions can a student attain competence. Learning in real situations makes learning so much more enjoyable, too.

Widespread Student Background

Contacts with students from many other cultures and fields of work are possible in Resource Development. New emphasis in "social and economic development," both in this country and others, bring students from public and private employment.

Workers come from Federal agencies such as the Economic Research Service and the Soil Conservation Service in the Department of Agriculture, the Bureau of Land Management and the Reclamation Service in the Department of Interior,

and the Agency for International Development. They also come from such State agencies as Departments of Conservation and Water Resource Commissions. Regional planning commissions, local planning groups, private consulting firms, utility companies, tourist organizations, and area promotional units also send students who share classes with Extension workers.

The establishment of curricula in Resource Development may seem to be a new approach to many old problems. It is for many; enrollments are growing rapidly. Actually, Resource Development has been recognized as a separate field of study for more than 25 years.

A farmer who was dissatisfied with the help he was getting through a university once said, "Well, what can you expect? Universities have departments and people have problems."

If an Extension worker who truly understood the need had been involved, would there have been such a critical comment? Workers who have gone from Resource Development have demonstrated capacities which make it unlikely.

Resource Development is training for dealing with peoples' problems and for leading them to forsee the future. ■

Extension workers doing graduate study in Resource Development at Michigan State University have the opportunity to learn while working with actual materials and studying real, local situations.





by DR. WILLIAM J. KIMBALL, Extension Program Leader, Community Resource Development and Public Affairs, and Associate Professor, Department of Resource Development, Michigan State University

RESOURCE DEVELOPMENT— New Learning Opportunities

“WE’VE lost more than a third of our farms in the past 30 years, and it looks like we will lose even more. How can our community keep going at this rate?”

“Five years ago we built a nice home on the quiet shores of Blue Lake. Now it’s horrible there! It’s dirty, it’s crowded, and it’s dangerous with all the speedboaters. To top it all off our taxes have gone sky-high. Is there anything we can do about all this?”

Extension workers hear requests like these frequently. The problems are not new, but the questions do come more often than ever before. They come from farmers, urbanites, and every conceivable category between the two, at least that is what many Extension workers indicate.

These queries are difficult to answer, too. They deal with changing relationships between people and resources, rather than the specifics in fields in which Extension workers generally have major training and experience. They are concerned with adjustments in communities with new resource demands.

Resource Development Units

Precisely these kinds of issues have led to the formation of Resource Development units in colleges and universities throughout the U. S. These units do not all have titles including the two words “resource” and “development.” But most titles convey similar meaning.

“Natural Resources,” “Community Development,” “Regional Planning,” and “Conservation” are other common terms used independently or in various combinations to identify the higher education efforts aimed at the solution of problems like those mentioned above. Incidentally, combinations of these same terms are generally used in the titles of Extension programs which embrace rural areas development.

The central focus in Resource Development is an increased understanding of the ways man can minimize physical, economic, and social waste. This requires greater comprehension of the complex interrelationships between man and resources. It calls for the integration and synthesis of many facets of knowledge

rooted chiefly in the physical and social sciences. But this is what Extension agents are constantly forced to do as they work with community development councils; rural areas development committees; overall economic development programs; and any community, county, or area improvement effort.

Broad Course Work

Course work in Resource Development is, understandably, broad. Course titles usually are fairly accurate indicators of content. These are common: Conservation of Natural Resources, Water Resource Development, Parks and Recreation, Multiple Use Management of Resources, Land Economics, Public Direction of Land Use, and Field Techniques in Area Resource Analysis.

Course requirements are usually held to a minimum to permit flexibility in shaping study programs to fit the needs of individual students. In addition to courses offered by Resource Development units, supporting courses are generally available in other university departments.

(See *Opportunities*, page 23)