

EXTENSION SERVICE

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* DECEMBER 1967



**DYNAMICS OF GROUP ACTION**



**FERTILIZER  
APPLICATION  
SHORT  
COURSE**



*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 guideposts, 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.*

**ORVILLE L. FREEMAN**  
*Secretary of Agriculture*

**LLOYD H. DAVIS, Administrator**  
*Federal Extension Service*

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**The Need For Maintaining Professional Competence**

A prominent authority recently stated that the knowledge base of the scientific community will double in the next 6 years. Other figures being cast about indicate that skilled and semi-skilled workers will need to be retrained three or four times during their working years to effectively compete with their fellowmen.

There's no question that such statements lack absolute preciseness. But two factors regarding Extension work make it imperative that we not overlook the implications of such statements.

One—Extension work is rooted in the biological, sociological, and psychological sciences.

Two—Extension is being called on with increasing frequency to serve new audiences that require new and innovative programs.

These two factors require that at one and the same time Extension workers individually strive to keep abreast of new developments that will aid them in serving ongoing Extension programs and acquire the knowledge and skills needed to meet new responsibilities that come Extension's way.

This issue of the Extension Service Review is devoted to opportunities for updating our own knowledge base and opportunities for obtaining financial aid in doing so. How much we are able to contribute to Extension programs and how well we are going to be able to serve those whom we have chosen to serve will probably depend as much on how well we keep tuned to scientific and technological advances as on the kind of college training we received originally. There are opportunities galore for professional improvement—but you have to supply the will.—WJW



Our common goal . . .

# DOING A BETTER EDUCATIONAL JOB

by  
Harry C. Whelden  
*Extension Poultry Specialist  
University of Maine*

All Extension specialists are in the Extension educational profession. Within this profession we specialize in our particular subject matter fields.

Our common goal is education, or changes in attitudes and actions through education. Although the vocabulary differs, there are many similarities between Extension poultry specialists, Extension dairy specialists, Extension clothing specialists, and county Extension agents. The similarity lies in their methods, techniques, and goals, and in the fact that all Extension workers must be people-oriented.

As members of this common profession, then, how do we determine and apply professional improvement within our own area of specialization?

Let us use the Extension poultry specialist as an example. Professional improvement for the poultry specialist, as for any individual, should be based on his position objectives and related to his needs for reaching these objectives.

Position objectives in your State may differ from those in Maine, but the fundamentals of professional improvement for the individual are common.

Maine has had a geographic area Extension organization since 1963, including area specialists in poultry, dairy, and potatoes. Each of the four area poultry specialists conducts the same program, although the emphasis may differ.

All Extension specialists concerned with poultry or allied subject matter are involved in program planning and have specific commitments to the poultry Extension program. Extension and University resources are available to area poultry specialists for counsel, meetings, and other program assistance.

The area poultry specialist's job description objectives include: 1) to expedite the poultry industry's identification of major opportunities, problems, and needs, 2) to communicate information which will aid in the solution to poultry industry opportunities, problems, and needs, and 3) to

motivate the adoption of solutions to poultry industry opportunities, problems, and needs.

Determining professional improvement in this situation was related to these position objectives and based on the needs of the area poultry specialist in reaching these objectives. You will note that in summary the area poultry specialist's position objectives are: to expedite, to communicate, to motivate.

First, to expedite the identification of industry opportunities, problems, and needs, a poultry specialist must have a broad knowledge of the industry, plus imagination. Second, it is obvious that unless he can communicate what is identified, all is lost. Third, unless he can motivate people toward solutions, his educational objectives will fall flat.

What have been some of the specifics in our professional program?

Many of the specialists' needs are met by sharing ideas and experiences. We meet at least once a month as a group. Sometimes a specific subject matter training session is planned with a university or Extension nutritionist, agricultural engineer, or economist, or with broiler processors or a representative from an equipment company.

More often, however, each specialist discusses his program accomplishments and problems. The information helps to expedite the identification of problems and provide information on communication and modern techniques that worked.

In addition to the sharing of experiences and ideas in group meetings, the poultry specialist travels with the area specialist about one day a month. Area specialists are also encouraged to travel with each other on occasion. This provides an opportunity to share ideas and discuss situations on the spot.

The second general area of professional improvement is that of short courses or subject matter training. Basically, the intent of such training is in relation to plan-of-work objectives.

**Continued on page 11**

# Invest Yourself in Growth

by  
Arthur E. Durfee  
*Associate Director*  
*New York Extension Service*

Two phrases have joined our vocabulary in the last few years. One is "growth industry," and the other is "half life." Both can be applied in a meaningful way to the professional improvement situation confronting today's Cooperative Extension worker.

Everyone with a few dollars to invest is looking for a "growth industry" with the hope that he will be getting in on the early stages of a high-profit corporation. He not only wants his dollars to grow in pace with inflation, but he also hopes that they will be put to such good use that they will return expanded benefits for many years to come.

In some ways, the "half life" expression connotes almost an opposite meaning. The "half life" of a radioactive element is the time required for half of the atoms present to become disintegrated. It is, in fact, a way of expressing deterioration, and thus is the antithesis of the "growth industry" concept.

The "half life" of a college education is fairly short—probably just a matter of a few years, although this measurement is not subject to the

same degree of accuracy as that applied to measuring the half life of radioactive elements.

Furthermore, while the half life of a radioactive element is forever constant, there is every indication that the half life of the college education is becoming shorter. New technology is coming at an increasing rate and eroding the usefulness of the knowledge acquired in college.

Let's take a look at how these concepts apply to the Cooperative Extension Service. In terms of growth, it can be pointed out that the Cooperative Extension staff increased 65 percent nationwide in the last 25 years. There has been an accompanying growth in the opportunities for advancement in the organization, for specialization, for opportunities to try new kinds of work, and for change and innovation.

It is not many years since the county agricultural agent was expected to be a Jack-of-all-trades and there were relatively few agents with specialized positions. Today's Cooperative Extension agent in agriculture may be specializing in dairy production, dairy farm management, muck crops, field

crops, agricultural engineering, horticultural crops, home grounds improvement, turf production, community and resource development, poultry production, or any one of several other specialties.

The audience has changed and broadened to the extent that today's agent finds himself working not only with farmers but also with fellow graduates of the College of Agriculture who are now employed by agri-business firms supplying production input, or marketing firms, food processors and handlers at either end of the production cycle. Many of the farmers he serves may be fellow graduates also.

Somewhat similar changes have been taking place in the various Extension subject matter departments in the land-grant universities. The generalized Extension specialist of a few decades ago no longer exists. Extension professors who could go out and speak on any subject in their departments have been replaced by a corps of specialized individuals.

These people, too, have found a changing audience over the past years as they have abandoned the role of itinerant public speakers and have become leaders in educational programs involving Extension field staff, representatives of agri-business, and colleagues in trade associations and other phases of the economy.

Working at the cutting edge of agricultural development, Extension professors have the exciting responsibility of serving as interpreters between the research scientist and the well-trained Extension agent, or other professional educators, salesmen, consultants, and farmer-innovators.

The youth phase of the Extension program also has been modified over the past few decades to offer new opportunities for specialization. More importantly, however, the role of the youth worker has been reshaped by many articulate and able Extension workers who have found in it an opportunity to enlist the assistance and support of public-minded farmers, homemakers, businessmen, and other

**Continued on page 10**



## Schools, Organizations, Industry Offer

# Scholarships and Fellowships

### National Defense Graduate Fellowships

The National Defense Education Act of 1958 authorizes fellowships for study in approved graduate programs leading to the doctorate.

Institutions submit applications to the U. S. Commissioner of Education for allotment of fellowships. Candidates apply directly to the graduate institutions, which nominate candidates to the Commissioner for the awards. Fellowships are tenable only in approved programs at the institutions to which they have been awarded.

A fellowship is normally a 3-year award providing a stipend of \$2,000 for the first academic year of study, \$2,200 for the second, and \$2,400 for the third, together with an allowance of \$400 a year for each dependent. An additional stipend of \$400, plus \$100 for each dependent, is available for summer study.

The announcement of approved programs is made by the Commissioner each year in November. Applicants are advised to make inquiry at individual institutions concerning deadlines for receipt of fellowship applications.

An applicant must be a citizen or a national of the U. S. He must intend to enroll in a course of study leading to the doctorate, and must be interested in an academic career of teaching in an institution of higher education.

For further information, applicants should write directly to university officials concerned with graduate school programs. □

### National Science Foundation Graduate Fellowships

The National Science Foundation Act of 1950 authorizes graduate fellowships for study or work leading to master's or doctoral degrees in the physical, social, agricultural, biological, engineering, mathematical, and other sciences.

The following fields are included in agriculture: general agriculture, agronomy, animal husbandry, forestry, horticulture, soil science, and others. Economics, sociology, political science, and psychology are among the other fields of specialization that qualify for fellowships.

Fellowships will be awarded only to U. S. citizens who have demonstrated ability and aptitude for advanced training and have been admitted to graduate status or will have been admitted prior to beginning their fellowship tenures.

Awards will be made at three levels: (1) first-year level, (2) intermediate level, and (3) terminal level. The basic annual stipend will be \$2,400 for the first-year level, \$2,600 for intermediate level, and \$2,800 for terminal level graduate students. In addition, each fellow on a 12-month tenure will be provided a \$500 allowance for a dependent spouse and each dependent child.

Application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418. □

### Prospective Teacher Fellowship Program

Fellowships for strengthening the preparation and improving the qualifications of college graduates committed to careers in elementary or secondary education were authorized by Title V (C) of the Higher Education Act of 1965.

Under this authority the Prospective Teacher Fellowship Program provides support for graduate study to persons who intend to teach but are not now so engaged. Graduate institutions submit applications for allotments of fellowships to the U. S. Commissioner of Education.

The intent of the program is to provide fellowship support to graduate students working for an advanced degree other than the doctorate. Fellowships may be awarded by institutions for a period of 24 months.

The award provides for a stipend of \$2,000 for the first academic year and \$2,200 for the second. An allowance of \$600 is available for each of the summers following the two academic years.

In February, the U. S. Office of Education publishes a list of institutions with approved programs. Fellowship candidates make application directly to the individual graduate school. The institution screens and selects the recipients of the fellowships.

Persons interested in the Prospective Teacher Fellowship Program should contact university officials responsible for administering the program. □

## National Science Foundation Graduate Traineeship Program

Institutions in the United States conferring a Ph.D.-level degree in at least one of the sciences may apply for traineeship grants. The selection of individuals to hold traineeships is the sole responsibility of the grantee institutions.

The names of these institutions will be announced by the National Science Foundation in January 1968. All inquiries about traineeships should be directed to the institutions. □

## Postdoctoral Fellowships for Behavioral Scientists

The center for Advanced Study in the Behavioral Sciences provides scholars free time (at their normal university salary) to devote to their own study and to associate with colleagues in the same or related disciplines. The Center requests nominations from certain departments and centers. Fields: the behavioral sciences.

Write to Director, Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford University, Palo Alto, California 94305. □

## Study Fellowships for International Development

Fields: agriculture, business administration, community development, economics, engineering, public administration-political science, public health, the teaching of English as a foreign language, and others.

Applicants must have career ambitions to serve in technical assistance capacities in the developing countries. Applications are accepted from individuals under age 35 who have served in a volunteer capacity for more than a year in a developing nation.

Fellowships are tenable at the following universities: University of California at Los Angeles; University of Chicago; Columbia University; Cornell University; Harvard University;

# Opportunities for Extension Home Economists

## *NAEHE Fellowship*

One fellowship of \$2,000 has been established by the National Association of Extension Home Economists for a member of that organization. This fellowship is for the purpose of professional improvement through advanced study.

Each State may nominate one candidate. Nominations are made by the State scholarship committee and must be received by the National Association scholarship committee by May 1. Final selection will be made by this national committee.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Miss Elizabeth Jensen, Agriculture Building, Everett, Washington 98201. □

## *Tyson Memorial Fellowships*

The Woman's National Farm and Garden Association offers two \$500 Sarah Bradley Tyson Memorial Fellowships for women who wish to do advanced study in agriculture, horticulture, and "related professions," including home economics.

Applications should be made by April 15, 1968, to Miss Violet Higbee, Kingston, Rhode Island, 02881. □

the University of North Carolina; the University of Oregon; The Pennsylvania State University; Stanford University; and the University of Wisconsin.

Write to Study Fellowships for International Development, 115 Sackett Building, The Pennsylvania State University, University Park, Pennsylvania 16802. □

## *J. C. Penney*

An annual fellowship of \$2,000 has been established by the J. C. Penney Co. to provide an opportunity for Extension home economists who have shown competence and achievement in home economics Extension programs to receive additional professional improvement through graduate study at the master's or doctoral level.

Each State may nominate one candidate. Nominations are due May 1. Final selection is made by the national scholarship committee.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Miss Elizabeth Jensen, Agriculture Building, Everett, Washington, 98201. □

## *Grace Frysinger Fellowships*

Two Grace Frysinger fellowships have been established by the National Association of Extension Home Economists to give Extension home economists an opportunity to study and observe Extension work in other States.

The \$500 fellowships cover expenses of one month's study. Each State may nominate one candidate. Nominations are due May 1 and selections will be made by the National Association scholarship committee. Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home economics leaders.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Miss Elizabeth Jensen, Agriculture Building, Everett, Washington, 98201. □



# Scholarships, Fellowships for Workers With 4-H and Youth

## *National 4-H Fellowships*

Six National 4-H Fellowships of \$3,000 each are available to young Extension workers who are interested in 4-H youth work as a career. These are for 12 months of study in the USDA under the guidance of FES.

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

The program is in two parts: informal study of the Federal government, and study at a Washington, D. C. area university. The government study is programed by the Staff Development Office, Division of Extension Research and Education. Formal study at any one of the seven institutions in the area (including USDA Graduate School) may lead to the master's or doctoral degree, or be an enriching program of study of the recipient's own choosing.

Fellowships are awarded to young men and women selected from nominations made by State Extension Directors or State 4-H Club leaders to the Division of Extension Research and Education, FES, USDA, Washington, D. C. 20250. Applications may be obtained from the Extension Director.

The applicant shall not have passed his 35th birthday on June 1, 1968. Deadline for applications is March 1, 1968. □

## *Washington State University*

The Edward E. Graff educational grant of \$900 is for study in 4-H Club work in the State of Washington. Applications are due April 1. Contact Lester N. Liebel, State Leader, Extension Research and Training, 5 Wilson Hall, Washington State University, Pullman, Washington 99163. □

## *Rockford Map Publishers*

Extension youth agents working in Minnesota, Wisconsin, Michigan, Illinois, and Pennsylvania are eligible for the \$100 graduate scholarship offered by the Rockford Map Publishers Company. It is for summer or winter Extension schools, travel study, or other graduate study.

For further information and application forms contact John L. Loyd, National Association of Extension 4-H Agents, Professional Improvement Committee Chairman, County Annex Building, Philippi, West Virginia 26416. □

## *National Association of 4-H Extension Agents*

The National Association of 4-H Extension Agents offers \$500 in scholarships to Extension youth agents from any State. The scholarships are for summer or winter Extension schools, travel study, or other graduate study.

For further information and application forms, contact John L. Loyd, National Association of Extension 4-H Agents, Professional Improvement Committee Chairman, County Annex Building, Philippi, West Virginia 26416. □

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## County Agent Study Tours

The Agricultural Chemicals Division of the Dow Chemical Company, Midland, Michigan, is offering 25 Study Tour Scholarships to county agricultural agents. Recipients will be selected from the Northeast and North Central Regions of National Association of County Agricultural Agents membership.

Scholarships consist of \$300 to each agent, to help cover expenses of a 3-week travel tour. Separate tours are planned in June for agents in each Extension region.

This 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 will take part in a group tour of marketing enterprises, farm operations, agri-business, successful Extension Service programs, and rural development and research projects.

This is an activity of the Professional Training Committee of the NACAA. Applications should be made

through the State member of the NACAA Professional Training Committee by March 1. Richard Marek, POB 100, Carlsbad, New Mexico 88220, is national chairman. □

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## Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships of \$100 each (25 to each Extension Region) for county agricultural and home agents attending the 1968 Regional Extension Summer School courses in public agricultural policy. Fifty-five scholarships of \$100 each are available for the 1968 Regional Extension Winter School course in public agricultural policy.

Applications 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, Illinois 60605. □

# Fellowships, Scholarships In Extension Education, Related Fields

## *Cornell University*

The Department of Rural Sociology provides extension, research, and teaching assistantships paying \$2,884 and up annually plus full waiver of the \$400 tuition. These grants are available only to graduate students majoring in rural sociology who are full candidates for a degree.

For further information contact Dr. Harold R. Capener, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850. □

## **Kenneth F. Warner Grant for Extension Secretaries**

Mu Chapter of Epsilon Sigma Phi is again offering one or more awards, not to exceed \$70 each, for professional improvement of Cooperative Extension Service secretaries.

The secretary must submit, with her application for the Warner award, a copy of the notification from the Institute for Certifying Secretaries that she is qualified to take the Certified Professional Secretary examination.

This means that prior to December 1, 1967, the secretary must (1) obtain CPS examination application forms from the Institute for Certifying Secretaries, 1103 Grand Avenue, Kansas City, Missouri 64106; and (2) complete and return those forms to the Institute.

Applications for the Warner grant may be obtained from the Staff Development Office, FES, and must be submitted no later than February 1, 1968. □

## *Kenneth F. Warner Scholarship*

Mu Chapter of Epsilon Sigma Phi will award one scholarship of \$100 to a county Extension agent enrolled in a 3-week Extension teaching methods course.

Application should be made on the prescribed form available from the Staff Development Office, Federal Extension Service, and returned by March 1 preceding the course. □

## *North Carolina State*

The Departments of Economics, Sociology, and Psychology of North Carolina State University will award approximately 15 special Kellogg Fellowships to qualified employees of public agencies for graduate study in the social sciences during the academic year 1968-69.

Fellowships will be awarded mainly to people working in Southern States but one or two may be granted to others.

Study may be applied toward an advanced degree. Maximum stipend will be \$4,500. The curriculum will include an interdisciplinary seminar for professional workers who are concerned with aiding poverty-stricken rural families.

Candidates are to be nominated by their chief administrative officers. Deadline date for receipt of nominations is March 15, 1968. Send nominations or requests for further information to the Department of Economics, North Carolina State University, P. O. Box 5368, Raleigh, North Carolina 27607. Official application forms will be sent directly to nominees, after nomination by their chief administrative officer. □

## *University of Maryland*

Two graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the master of science degree in Extension education.

Additional assistantships may become available. Assistantships are for 12 months and pay \$270 per month or \$3,240 for the 12-month period, plus remission of fees which amount to approximately \$780. Application deadline is April 1.

Contact Dr. V. R. Cardozier, Head, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20740. □

## *Florida State University*

National Defense Education Act fellowships: First year \$2,000, second year \$2,200, third year, \$2,400, plus \$400 per year for each dependent.

Departmental assistantships: For master's degree students—\$1,800 for 10 months; for doctoral students—\$2,000 for 10 months.

University Fellowships: For master's degree students—\$2,400 for 12 months; for doctoral students—\$3,000 for 12 months.

Internships in various phases of adult education: Annual stipends ranging from \$2,000 to \$6,000.

For further information contact Dr. George Aker, Head, Department of Adult and Continuing Education, School of Education, Florida State University, Tallahassee, Florida 32306. □



## *Michigan State University*

The Department of Resource Development, Michigan State University, offers five assistantships to students working on graduate degrees. Three research assistantships and two teaching assistantships with stipends of \$2,300 for master's degree candidates and \$2,500 for doctoral candidates are available.

Students devote half their time to departmental research or teaching for 9 months. A maximum of 16 credits (research) or 12 credits (teaching) may be taken each term.

Applications should be submitted before March 1 to the Department of Resource Development, Room 323 Natural Resources Building, Michigan State University, East Lansing, Michigan 48823. □

## *The University of Chicago*

Extension staff members seeking to earn the M. A. or Ph. D. degrees in adult education are encouraged to write to William S. Griffith, Chairman, Adult Education Committee, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637, setting forth their academic background, their experience, and their career aspirations. From this information a determination will be made of the most appropriate avenue of financial assistance.

A number of \$6,000 fellowships supported by the Carnegie Corporation may be awarded to individuals who seek to follow a career in the administration of university adult education.

Special funds have been earmarked for the support of an outstanding applicant from the field of home economics.

A number of staff associateships, research assistantships, and tuition scholarships are also available.

## **Farm Foundation Fellowships**

This foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home demonstration agents, 4-H Club workers, and specialists will also be considered. Staff members of the State Extension Services and USDA are eligible.

Courses of study may be 1 quarter, 1 semester, or 9 months. The amount of the grant 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 study center on 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 apply in 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, Illinois 60605.

Get forms from State Extension Directors. Applications must reach the Farm Foundation by March 1. □

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## *Ohio State University*

The Ohio State University offers one research assistantship of \$3,600, and a number of university fellowships on a competitive basis—about \$2,400 each. All assistantships and fellowships include waiver of fees.

Application deadline is February 1. Contact Dr. C. J. Cunningham, Ohio Extension Service, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210. □

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## *University of Wisconsin*

The University of Wisconsin offers a limited number of assistantships in the Division of Staff Development consisting of \$262 per month for 12 months plus a waiver of out-of-State tuition. Contact Patrick G. Boyle, Director, Division of Staff Development, 432 North Lake Street, Madison, Wisconsin 53706. □

The closing date for the acceptance of applications for the 1968-69 awards is February 1. Detailed information regarding the M.A. and the Ph. D. programs is available on request. □

## **Scholarships for Study Of Extension Supervision**

The Farm Foundation will offer 10 scholarships of \$200 each to Extension supervisors enrolling in the 1968 summer supervisory course at Colorado State University. Scholarships will be awarded to no more than one supervisor per State.

Applications should be made by March 1 through the State Director of Extension to Dr. Denzil O. Clegg, Education and Training Officer, Extension Service, Colorado State University, Fort Collins, Colorado 80521. □

## University of Kentucky Graduate Assistantships

The Center for Developmental Change will award assistantships to outstanding M. A. and Ph. D. candidates desiring to concentrate on the developmental change aspects of their selected disciplines.

The Center for Developmental Change correlates certain domestic and international research, action, and training programs. Domestic projects are focused on Kentucky and Appalachia, with regional studies of urban and rural problems. The international projects include technical assistance and educational support programs.

To qualify, applicants must meet the standards of the Graduate School and their department as well as of the Center. Selected candidates will work under Center supervision on research projects or action programs in which the Center has a special interest; supervision of a student's academic program remains in the department in which the student seeks a degree.

Assistantships are for a period of 10 months and include an out-of-State tuition waiver. \$2,400 is awarded students working for the Master's degree; \$3,000 for students with a Mas-

## National Extension Summer School

Courses to be offered at the National Extension Summer School which will take place June 17-July 5, 1968, at Colorado State University, Fort Collins, Colorado, are as follows:

- Socioeconomic Factors in Resource Development
- Low Socioeconomic Groups
- Changing Role of Extension Specialists
- Independent Study
- Supervision of Extension Programs
- Principles in the Development of Youth Programs
- Urban Extension Seminar

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ter's working on a Doctorate, and \$3,600 for students who have successfully completed pre-thesis examinations for the Ph. D.

For information write Walter A. Graham, Administrative Officer, Center for Developmental Change, University of Kentucky, Lexington, Kentucky 40506. □

Public Relations in Extension Education

Human Behavior in Extension Work

Principles in the Development of Agricultural Policy

Extension Communication

The following course offerings are designed especially for international students or students going into foreign work:

Organization and Development of Extension Programs Abroad

Principles and Techniques in Extension Education

For further information write Dr. Denzil O. Clegg, Director, National Extension Summer School, Colorado State University, Fort Collins, Colorado 80521. □

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## Invest Yourself

Continued from page 4

leading citizens. As a result, today's Extension 4-H agent is more a teacher and leader of adults than he is a participant in direct teaching of youngsters aged 9 to 19.

Changes have taken place also in the management echelon of Cooperative Extension. The supervisor who was concerned with everything from recruitment of new staff to counseling on retirement no longer exists.

One person concentrates on recruitment and staff development. Others concentrate on program supervision as they work with the field staff. Others specialize in administration and are concerned with budgets, personnel action, organization, and legal arrange-

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## Western Regional Extension Winter School

Courses which will be offered at the Western Regional Extension Winter School, January 29-February 16 at the University of Arizona, Tucson, are as follows:

Agricultural Policy (Dr. Wallace Barr, Ohio State University)

Program Planning and Evaluation (Dr. Marden Broadbent, Utah State University)

Farm and Ranch Management (Dr. Ramon Sammons, University of Arizona)

4-H Leadership Development (Mr. Mylo S. Downey, formerly Federal Extension Service)

Agricultural Communications (Mr. Joe McClelland, University of Arizona)

Modern Concepts of Farm Machinery Management (Mr. Wendell Bowers, Oklahoma State University)

Cultural Implications of Technological Change (Dr. Nadine Rund, University of Arizona)

For further information write Dr. Kenneth S. Olson, Director, Western Regional Extension Winter School, Room 303-H, Agriculture Building, University of Arizona, Tucson, Arizona 85721. □



ments. Still another group in Extension administration specialize in program development and coordination.

Extension, then, is a "growth industry." Its employees must make a continuing personal and professional commitment to the task of updating the subject matter knowledge and the understanding, skills, and attitudes they possessed at the time of graduation, or they will be in the unfortunate situation of investing a deteriorating resource.

Professional improvement is a necessity for insuring one's ability to adjust to the many new kinds of positions in Cooperative Extension. While they may not exist under new and different titles, these positions are distinctly new in their responsibilities and in the opportunities they offer.

Remarkable progress has been made in Cooperative Extension regarding the "half life" concept as it relates to one's college education. The Cooperative Extension agent is given every encouragement and assistance to develop further his professional knowledge, skills, understanding, and attitudes.

Almost from the first day on the job until retirement each individual is encouraged to participate in a continuing in-service education program that has become more formalized, more intensive, and of higher caliber year by year.

In some States, Cooperative Extension agents who undertake formal study while on the job are reimbursed for the cost of tuition for night classes or other part-time study. Formal study at various Extension summer or winter schools is encouraged, and leave and financial assistance for this purpose is usually available.

Many States grant longer leaves, also on salary, to those wishing to study for a master's degree. After several years of service an agent may be able to take a sabbatic leave or other study leave to undertake a period of full-time graduate study.

This attack on the "half life" problem has become increasingly important as Extension workers have recognized the fleeting nature of many facts and principles acquired during their undergraduate study.

The excitement of continuous learning is one of the hallmarks of our society. Continuing education—or adult education, as it is sometimes called—

is one of the new growth industries in this country. It is an area in which Cooperative Extension pioneered and is still a leader.

With continuing professional improvement, the Extension worker can be assured of having a valuable resource to invest in this growth industry—for his own benefit and for the benefit of the clientele served by Cooperative Extension. □

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## Better Job

Continued from page 3

We do not expect area specialists to be specialists in all phases of poultry science. We do expect them to be specialists in regard to the program objectives.

The method of professional improvement which has been of as much or more benefit than any other is study trips outside the State to observe the industry in other areas. Seldom do we see ideas and practices which are directly applicable at home; however, with imagination, a study trip can be a big help in expediting the identification of our own opportunities, problems, and needs.

Area specialists in Maine take at least one such trip together each year. On occasion, one area specialist is selected to make a study trip for some particular information. Whether a trip is taken as a group or individually, we all receive professional improvement benefits.

Another method of professional improvement in Maine is attending the meetings of scientific organizations related to our field, both within and outside the State.

The final area of professional improvement is conducting the field trials

and surveys—the old Extension demonstration with a little sophistication.

We don't consider ourselves researchers, and these demonstrations are less sophisticated than some of the field research done by Extension workers in connection with advanced degree work.

These field studies demonstrate a part of our program, or confirm or disprove recommendations. Again, as with the other areas of professional improvement, the objective of the demonstrations is to aid the poultry specialist in reaching his position objectives—they are not just a means of advancing his special interests.

This, in general, is what we think of as professional improvement. Master's and Ph. D. degrees are desirable, but study for them is not emphasized. We feel that these other areas of professional improvement will help the individual reach his position and program objectives to a greater extent—especially since university resources are available in many areas.

Following through, or applying this professional improvement, is not difficult. It is easy to put the information to use in day-to-day programing.

In summary, we believe that any Extension specialist is in the Extension education profession—specializing in his particular field. His position objective is education. He is an educator first and a specialist second, and his most useful professional improvement experiences are those which help him better fulfill the educational responsibilities of his position. □

Comprehensive planning has traditionally been associated with metropolitan areas. Little thought has been given to planning the rural areas except in specific cases such as watershed districts and rural water districts.

Interest in planning has been growing in many of the less densely populated counties in Kansas during recent years. This interest often results when leaders discover that a comprehensive plan can contribute to the success of a program in which they wish to participate.

Unplanned land use in rural areas surrounding larger cities often creates undesirable situations which leaders wish to avoid. For example, a junkyard may locate along a major highway leading to the city.

Realization that a comprehensive plan could have guided this type of development has resulted in educational programs on comprehensive planning outside the traditional limit of 3 miles beyond the city.

This is where Kansas State University Extension Resource Development fits into the picture. The Kansas Department of Economic Development and the Farmers Home Administration, two agencies which financially assist counties and cities in comprehensive planning, requested that the Extension Service conduct the educational phase of the program.

With its staff of well-qualified agricultural economists, Extension resource development seemed tailor-made for this assignment.

To be successful, comprehensive planning must involve the people. Extension resource development specialists kick off their educational program with a series of three meetings designed to acquaint citizens with the resources in their community.

Topics covered include education, agriculture, and industry or agribusiness. A second series of meetings deal more specifically with comprehensive planning and with the formation of a joint city-county planning agency.

## Comprehensive Planning . . .

new concept  
for Kansas' rural areas

by

Donald B. Erickson  
*Extension Resource Development Leader*  
*Kansas State University*

The Extension specialists follow up these meetings by assisting communities in organizing city, county, or joint city-county planning commissions.

Kansas legislation enables each county and town to form a planning commission. City and county commissioners may form a joint city-county planning agency. The law also allows for the formation of a multi-county planning agency. This will pave the way to future planning on a multi-county basis.

To prevent misunderstanding regarding the legality of programs or expenditures, Extension resource development specialists stress following the legal procedure outlined by the "Kansas Planning Laws" for forming a planning commission.

The procedure for organizing a comprehensive plan is outlined in a publication prepared by the Kansas League of Municipalities and distributed on a limited basis. Extension, in cooperation with the League, printed additional copies of this publication for distribution in those counties where planning was being considered.

Many persons living in rural areas confuse planning and zoning. They may oppose zoning because they feel it will place another restriction on them. Educational efforts by resource development specialists have demonstrated that zoning is a tool that can be used to protect rural landowners, rather than restrict them.

Funding for comprehensive planning is available through the Kansas Department of Economic Development. Before the Kansas Extension Service became involved in comprehensive planning, requests for assistance were so few that planning funds were left over each year. Since then, however, requests have exceeded the amount of money available for planning grants, and counties are now funded on a priority basis.

Seventeen counties are presently organizing comprehensive planning programs. Planning commissions have been formed in eight other counties which requested assistance in organizing rural water districts.

County planning commissions have been formed in two larger cities which have had planning commissions for a





*Junkyards along major highways can be prevented by comprehensive planning. Donald Erickson and Leslie Frazier, Kansas Extension area development specialists, study a map showing location of junkyards in Riley County.*

number of years. Commissioners in these counties are coordinating their planning activities with the city planning commission.

City-county comprehensive plans have been completed in three counties and are nearly completed in two others. Citizens in yet other counties are considering adopting comprehensive planning. The Cooperative Extension Service has provided educational assistance in a total of 47 counties.

Community planning concepts and methods for implementation are new to most of the members of newly formed planning commissions. They have found it necessary to hire professional planners to gather and interpret data and prepare a long-term program for the community.

Extension resource development specialists have assisted commissioners in collecting data for a comprehensive plan in two counties which were unable to receive immediate financial aid from the Kansas Department of Eco-

nomie Development. This data will be submitted to a professional planning consultant for interpretation. The consultant and planning commission will then present specific recommendations for community improvement to the city and county commissioners.

Involving the commission in the initial phases of planning should result in a greater understanding of the process on their part. This will lead to greater utilization of the plan as the county accomplishes its development goals.

To date, little attention has been given to agriculture in comprehensive planning. Yet agriculture is one of the major industries in most rural counties in Kansas. Detailed information on agricultural production is a necessary part of the economic base and land use in an agriculturally-oriented community. The changing pattern of agricultural production often reflects the development of a community.

It is against this background that Extension resource development specialists have emphasized the importance of including information on agriculture in the comprehensive plan. They have prepared a detailed format for the agricultural section of county-city planning.

Included is such information as number of farmers and farm workers in the county, number of irrigated and non-irrigated acres in agricultural production, projections for future irrigation, and production of livestock and livestock products.

A good source of this information is the local Technical Action Panel, consisting of representatives of the Soil Conservation Service, Agricultural Stabilization and Conservation Service, County Extension Service, and the Farmers Home Administration. Resources available through the TAP program can also assist in implementing the plan once it has been completed.

Extension's educational effort in comprehensive planning is not limited to communities which are in the process of organizing a plan. The seven-man resource development staff conducted a series of Community Development Workshops for county Extension personnel last spring. Part of the program was devoted to comprehensive planning and the county agricultural agent's role in the planning process.

Extension resource development personnel also participated in a course on land use planning near metropolitan and rural areas. This course, offered by the Department of Economics last summer, was attended by 15 Soil Conservation Service personnel.

To date, the Extension resource development educational effort has involved assisting communities in organizing comprehensive plans. As more communities complete their plans, this effort will also emphasize the proper utilization of the plans to make Kansas communities better places in which to live, work and play. □

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# From The Administrator's Desk . . . . by Lloyd H. Davis

## Taking Stock of Our Situation

It is traditional that, as a new year begins, we take stock of where we are. Then some of us adopt New Year's resolutions. Such "stock taking" in our work is a good idea too, and is a part of our annual planning.

It occurred to me as I "took stock" that it might be useful to pass on to you some elements in the national situation as seen from here that seem to be of high level significance to our programs nationally and that Extension workers would want to be aware of as they carry out programs serving national purposes and local needs. Here are some that I see:

1. Severe budgetary problems of Federal, State, and local government placing high premium on programs serving high priority needs through effective and efficient use of public funds.

2. A continued excess productive capacity in American agriculture.

3. A high rate of development of new scientific and technological developments in agriculture.

4. A cost-price squeeze in agriculture with attendant dissatisfaction among farmers over net incomes and the apparent necessity to run on a treadmill of size of business expansion to maintain net income.

5. A growing interest among farmers in finding ways to achieve greater influence in the markets where they sell.

6. Growing problems in our cities on one side of the coin, and on the other, a need of people outside the big cities for more opportunity there.

7. A need for improved services and facilities in many rural areas to improve opportunities for people and as a basis for developing business and job opportunities.

8. The necessity for local people to take initiative in developing their communities and a growing importance of planning for development on a community, county, and economic area basis.

9. Growing population pressure on natural resources with a growing need for the conservation, development, and wise use of these resources.

10. A growing dissatisfaction among the less-well-off among us and a growing concern among all Americans for helping them achieve a status of greater productivity, welfare, and dignity.

11. Large numbers of families in rural and urban areas with very inadequate nutrition, housing, clothing, family relationships, and ability to manage very limited resources.

12. Large numbers of youth in need of opportunities to develop skills and motivation for added education and training.

13. The need for individuals and groups to be informed, to be able to take positive action, and to make use of assistance available to them. □





