

A STUDY OF SELECTED PROGRAMS IN HOME ECONOMICS
RESIDENT INSTRUCTION AND AGRICULTURAL-HOME
ECONOMICS EXTENSION IN LAND-GRANT
INSTITUTIONS AND PROPOSALS FOR
THE FURTHER DEVELOPMENT
OF THESE PROGRAMS

BY

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Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
August, 1961

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ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. June Cozine for her encouragement and valuable guidance given throughout the period of graduate study. The interest and contributions of Drs. Lela O'Toole, Millie Pearson, Naoma Norton, and Ilse Wolf, as members of the advisory committee during the period of study, are greatly appreciated.

Indebtedness is also acknowledged to the administrators and staff involved in the programs studied at Cornell University, Iowa State University, Michigan State University, The Ohio State University, Oklahoma State University, and the University of Wisconsin for their cooperation in the study, for furnishing information and materials needed, for offering helpful suggestions, and for reviewing the descriptive case studies prepared. Likewise, indebtedness is acknowledged to members of the staff of the Division of Extension Research and Training of the Federal Extension Service for their cooperation in the study, for furnishing needed materials, and for offering helpful suggestions.

The writer is also grateful for a one-year financial grant from the General Foods Fund, Inc., which helped make the study possible.

Special thanks is due Miss Eloise Dreessen for typing the manuscript.

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CHAPTER I

DESCRIPTION OF THE PROBLEM

During the last half century the Cooperative Extension Service in Agriculture and Home Economics has developed into a democratic educational organization reaching nearly every county in the United States. Extension programs in each of the fifty states and the territory of Puerto Rico have been guided by the philosophy of helping individuals and families to help themselves.

Since its beginning, the progress of the Cooperative Extension Service has been remarkable. However, if this organization is to continue to meet the educational responsibilities that have been placed upon it through the enabling legislation under which it operates, considerable thought should be given to the many aspects of its program.

Steady progress has been made in developing programs concerned with the pre-service, graduate and inservice training of extension personnel, studies and research related to the effectiveness of the extension program, and the relationship of the extension area to the respective resident and research areas on the land-grant campus. However, there is need for evaluating these existing programs and developing means which will provide for more effective programs.

Thus, this investigation is concerned with the following problem: How can (1) the undergraduate program for the training of prospective home economics extension workers, (2) the graduate program for the training of home economics extension workers, (3) the inservice training

program for agricultural and home economics extension personnel, (4) the agricultural and home economics extension research and field studies program, and (5) the program to coordinate home economics resident, research and extension relationships be further developed in a land-grant institution?

Purposes of the Study

The purposes underlying the present study were fivefold:

1. To identify some of the elements considered to be important in the programs included in this study.
2. To develop a framework for studying the programs included in this study in a selected group of land-grant institutions.
3. To study the elements in the programs included in this investigation in order to identify similarities and differences in the elements and strengths and suggestions for the further development of the programs.
4. To develop criteria which may be used in evaluating these programs in a land-grant institution.
5. To develop proposals for the further development of these programs in a large land-grant institution.

Statement of the Hypothesis and Assumptions Underlying the Study

The present study was planned and based on the hypotheses that: A study of the undergraduate and graduate programs for the training of home economics extension workers, the inservice training program for agricultural and home economics extension personnel, the agricultural and home economics extension research and field studies program, and the methods employed to coordinate home economics resident, research and extension relationships in land-grant colleges and universities will:

1. reveal some of the similarities and differences of the elements considered to be important in these programs as well as strengths and suggestions for the further development of the programs.
2. provide the basis for developing criteria which may be used in the revision and further development of these programs in a land-grant institution.
3. make it possible to offer suggestions for the further development of these programs in a large land-grant institution.

This investigation was developed with the following underlying assumptions:

1. It is the job of the land-grant institution to provide curricula for the training of home economics extension workers at the undergraduate and graduate levels.
2. Inservice training and development of personnel is important to the efficient operation of the Cooperative Extension Service and to the attainment of its program goals.
3. Research and field studies in the Cooperative Extension Service are necessary to support beliefs with facts when making judgments, in improving operating procedures, in revising programs, and in modifying and adapting teaching methods.
4. Home economics resident, research and extension areas are interdependent upon each other, and the coordination of relationships among them is necessary within the organization and functions of a land-grant institution, if the total home economics program is to be the most effective.

Reasons for Selecting the Problem

The specific factors which influenced the selection of the study

were summarized as follows:

1. Few attempts have been made to study these proposed areas.
2. The staff of the Federal Extension Service has shown interest in the study and recognizes that the findings may be of value in the further development of these programs in land-grant institutions.
3. Administrators and staff of home economics units and of the Cooperative Extension Services in land-grant colleges and universities recognize the need for study of these programs and will be receptive to the findings which may be of value in improving these programs at their own institutions.
4. Representatives of the administrative staff of a home economics unit and an Agricultural and Home Economics Extension Service in one of the large land-grant institutions have expressed a definite interest in the study. The findings should be of value in the revision and further development of these programs at this institution.

Definition of Terms

For the purpose of the study, the following terminology were used:

1. Extension refers to that phase of the land-grant institution which is known by various names as the Cooperative Extension Service, the Agricultural-Home Economics Extension Service, the Extension Service or the Extension Division.
2. Undergraduate program for the training of prospective home economics extension workers refers to that program at the undergraduate level which is designed to prepare students for positions as county home economics extension workers. In some states this position is referred to as an assistant home demonstration agent, home demonstration agent, 4-H club agent, home agent, county extension home

economists, etc. In some institutions this is a specific curriculum or major, in some it is an option available in a single curriculum or major, and in other institutions it may be a plan incorporated in the various undergraduate curricula or majors offered in the area of home economics.

3. Graduate program or graduate work implies a program of work toward a graduate degree at the master's and/or doctoral levels with emphasis on Home Economics Extension Education. It does not include courses at the graduate level for professional improvement purposes only.
4. Inservice training is that phase of organized learning experience which is provided employees by the agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures, as well as current technical research findings. It includes induction training for new workers and on-the-job training in both subject matter and in educational methods for experienced personnel at all levels of the organization. It does not include courses taken as a part of a planned graduate study program leading to an advanced degree.¹
5. Extension research and field studies refers to that area in the Cooperative Extension Service that concerns itself with an inquiry into the needs and interests of people served by the organization and with an evaluation of the programs, policies, procedures and teaching methods that are used in its various areas.

¹ Definition used by the National Task Force on Cooperative Extension Inservice Training. Source: Edwin L. Kirby, et al., An Inservice Training Program for Cooperative Extension Personnel (Tentative Copy) (Washington, May, 1960), pp. 2-3.

6. Coordination of home economics resident, research and extension relationships refers to the methods employed to increase understanding and bring about cooperative endeavors between the three areas of home economics.

Limitations of the Study

The resident and extension areas considered in this study were limited to the undergraduate program for prospective home economics extension workers, the graduate program for home economics extension workers, the inservice training program for home economics and agricultural extension personnel, the extension field studies program, and the methods of coordinating home economics resident, research and extension relationships in a land-grant institution.

The programs included in this investigation were studied in detail in six large land-grant institutions. This group was limited to the large institutions because they are recognized as those which are among the most influential in higher education, and they set the pattern for resident instruction, research and extension in other institutions. Also, the programs studied in detail in the selected institutions were limited to those recommended for this study by the Division of Extension Research and Training of the Federal Extension Service.

Questionnaires concerning the programs included in the study were sent to administrators involved in these programs in 14 other land-grant institutions. Information obtained through the questionnaire was limited to general information about the program, strengths and suggestions for improving the program as it existed, and criteria which may be used in evaluating each of the respective programs.

Selection of Land-Grant Institutions Included in the Study

Criteria for selecting the land-grant institutions for the purpose of studying in detail the programs included in this investigation were developed. This set of criteria is presented in Appendix A.

Publications from the U. S. Office of Education, the Federal Extension Service and the various land-grant institutions were studied. Information about the size of the institution and the programs in resident instruction and extension was obtained from these sources. Additional information about these programs as they existed in the various institutions was obtained through interviews with staff of the Division of Extension Research and Training of the Federal Extension Service.

On the basis of the criteria developed and information obtained about the respective programs included in this study, six institutions were selected to be visited. These institutions were: Cornell University, Iowa State University, Michigan State University, The Ohio State University, Oklahoma State University, and the University of Wisconsin. The undergraduate program for prospective home economics extension workers and the program for coordinating home economics resident, research and extension relationships were studied in the six institutions.

Four of the six institutions were selected in which the graduate program for home economics extension workers was studied. These were: Cornell University, Michigan State University, Oklahoma State University, and the University of Wisconsin.

The inservice training program was studied in four of the six institutions. These four were: Iowa State University, Michigan State University, The Ohio State University and Oklahoma State University.

Two institutions were selected in which the extension research and

field studies program was studied. These included: Cornell University and Iowa State University.

Criteria were developed for selecting another group of land-grant institutions in which a survey concerning the programs included in this study was conducted. The criteria used in selecting this group of institutions is included in Appendix A.

Fourteen institutions were selected to be included in the survey. They included: University of Arizona, University of Idaho, University of Illinois, Purdue University (Indiana), Kansas State University, Louisiana State University, University of Maine, University of Maryland, University of Minnesota, University of Nebraska, Pennsylvania State University, South Dakota State College, Washington State University and West Virginia University.

Procedure

Research conducted through the Federal Extension Service, state extension organizations and graduate research projects, and other literature involving the programs included in the study was reviewed.

To develop a broader understanding of the pre-service, graduate and inservice training and field studies programs that are being conducted at state and national levels, the writer spent two weeks during the spring of 1960 with the staff of the Division of Extension Research and Training of the Federal Extension Service. Information was obtained through personal interviews with the staff and through reviewing available publications and other materials.

Criteria were developed for selecting the land-grant institutions in which the programs were to be studied in detail. The administration of the home economics unit and of the Cooperative Extension Service was

contacted about the programs to be studied at his or her institution.

In the original plan, seven institutions were selected. In addition to the six designated earlier, the University of Tennessee was included. When contacted, the administrator of the home economics unit indicated that the total undergraduate home economics curriculum would be undergoing study, and revisions would probably be made during the 1960-1961 academic year. She and the Director of the Cooperative Extension Service pointed out that the results of the study would probably have influence on some anticipated revisions in the graduate program for home economics extension workers and the inservice training program for extension personnel. On the basis of their responses, it seemed advisable not to include this institution in such a study at the present time. It was then decided to study the programs in detail in the six other institutions.

Interview schedules and a general framework for recording information received when visiting the selected institutions were developed. An investigation of the programs included at Oklahoma State University was used as a pilot for the study. On the basis of findings in this situation, the interview schedules and general framework for recording information were revised. Appendix B presents interview schedules used for collecting information concerning the programs included in the study.

The writer visited the remaining five institutions and studied the programs of concern in a comprehensive manner during the last quarter of the calendar year 1960. One week was spend at each institution interviewing administrators and staff and reviewing available literature. In each instance a description of the programs studied in the institution was prepared and submitted to the administrator and/or staff responsible for the program for their suggestions and approval.

A questionnaire concerning each of the programs included in this study was developed. These were concerned with general information about the program and a tentative set of criteria which may be used in evaluating such a program. The criteria were developed as a result of studying the program in detail in the selected institutions visited and from a review of literature in the area. These were sent to designated individuals in 14 other land-grant institutions. The questionnaires are presented in Appendix C.

The administrator of the home economics unit was asked to respond to questionnaires about the undergraduate program for home economics extension workers and the program for coordinating home economics resident, research and extension relationships at the particular institution.

The state leader of home economics extension was requested to respond to three questionnaires concerning: (1) the undergraduate program or programs from which the Extension Service draws home economics extension workers, (2) the graduate program through which home economics extension personnel in the state pursue graduate degrees, and (3) the coordination of resident, research and extension relationships.

Questionnaires concerning the inservice training program and the research and field studies program were sent to the administrator of the Cooperative Extension Service. It was requested that either he or the individual responsible for these programs respond to the questionnaire.

In order to make a study of the programs included in this investigation, it was necessary to give attention to the land-grant college system, the Cooperative Extension Service and the home economics program in such an institution and to the philosophy which has been influential in their growth. Chapter II deals with the developments of the land-grant

college system, the Cooperative Extension Service and home economics in a land-grant institution, and the setting and philosophy which has influenced their growth.

Chapter III is concerned with a review of literature in the areas of pre-service and graduate training for home economics extension workers, inservice training for extension personnel, extension research and field studies, and the coordination of home economics resident, research and extension relationships.

Chapter IV presents the writer's beliefs concerning education for democratic living, educational administration, research and evaluation.

Chapter V contains a summary of the findings concerning the undergraduate program for the training of prospective home economics extension workers, the graduate program in Extension Education for home economics extension workers, the inservice training program for extension personnel, the extension research and field studies program and the coordination of home economics resident, research and extension relationships in a group of land-grant institutions. Data summarized were collected through interviews with administrators and staff and reviewing of publications from six land-grant institutions and from responses to questionnaires sent to administrators and staff in 14 other such institutions.

Chapter VI is devoted to the conclusions and recommendations of the study. Criteria which may be used in the revision and further development of these programs in a land-grant institution are presented. Proposals for the further development of these programs in a large land-grant institution are suggested.

Chapter VII is devoted to a summary of this investigation.

A descriptive case study of each of the programs studied in detail

in the group of land-grant institutions and summaries of the responses to questionnaires from the 14 other institutions may be found in the Appendix. As the descriptions of the programs studied by visitation are read, it must be kept in mind that the programs were in the process of change, with plans for new developments in the future.

CHAPTER II

DEVELOPMENT OF THE AGRICULTURAL-HOME ECONOMICS EXTENSION SERVICE IN THE LAND-GRANT COLLEGE SYSTEM

In order to make a study of the pre-service and graduate training programs for home economics extension workers, the inservice training program for extension personnel, the extension research and field studies program, and the coordination of home economics resident, research and extension relationships, it is necessary to give consideration to the setting and philosophy underlying these programs. Therefore, this chapter deals with the development of and the philosophy underlying: (1) the land-grant college system, (2) the Cooperative Extension Service, and (3) home economics in a land-grant institution.

The Land-Grant College System

As a result of the Morrill Act of 1862, there has developed in this country a nation-wide pattern of education known as the land-grant college system. Today such institutions of higher education are found in each of the fifty states and in Puerto Rico.

This movement is one of the products of American democracy. It brought about a unique educational development, one which concerns itself with the education of the masses and with practical education. The basic philosophy of the land-grant movement resulted from the thinking that the use of knowledge and technical skills to enrich the daily lives

and occupations of all people is a public responsibility.

Conditions Responsible for the Passage of the Morrill Act

The first institutions of higher education in this country were patterned after similar institutions in Europe. They were solely traditional and classical and were planned for students interested in the learned professions of medicine, theology, and law. As a result, they had no relation to the material resources of the people or the country.

Early institutions of higher education were largely private and were established by individuals, churches and other groups. They were supported almost entirely by private funds. Tuition for attending was beyond the reach of many capable young people. This situation restricted the opportunities of a higher education to a few who were financially able to afford it.

The agricultural and technological developments of the first half of the nineteenth century posed many problems and inquiries for which the existing institutions could not provide answers or solutions. Some of the American people had become dissatisfied with the education provided by the existing institutions. Most of these people were engaged in professions which involved trades and industries, and the classical subjects taught in the institutions of higher education were not meeting their needs. As a result, requests for a more practical type of training for more people were made.

The idea of providing a practical type of education for more people was not well received by colleges and universities. Because of this, a different type of institution was needed--one to offer training in the practical and liberal arts, and one to educate the citizens of this country regardless of their financial or social backgrounds.

Prior to the Civil War, the population of the United States was mainly agricultural. Because of this situation, it was natural that the newly organized colleges and universities be "agricultural" colleges. It was also a situation in which it was natural that they provide education concerned with the daily life and occupations of the people.

Proposals to create a system of higher education in which funds from the Federal Government were used were advocated by various individuals and groups. These proposals were received with considerable disapproval. Several attempts were made to put such a bill before Congress, but they failed.

The Morrill Act of 1862

On December 14, 1857, a land-grant bill was introduced in the House of Representatives by Representative Justin S. Morrill of Vermont. This bill was passed by the House and Senate, but later vetoed by President Buchanan. In vetoing the bill, Buchanan pointed out that it was not only extravagant but unconstitutional.¹

The change of administration in 1861 created more favorable conditions for proposals for the land-grant institutions, and on December 16, 1861, Representative Morrill introduced another bill. This bill later passed both branches of Congress and was signed into law by President Lincoln on July 2, 1862.

The Morrill Act provided that each state was to be given 30,000 acres of public land for each Representative and Senator which it had in the United States Congress. Funds received from the sale of these grants

¹Frederick B. Mumford, The Land-Grant College Movement (Columbia, Missouri, July, 1940), p. 17.

of land were to be used as an endowment fund. They were to provide for the establishment and maintenance of at least one college in each state. The major purpose of the institution was to be the teaching of branches of learning related to agriculture and the mechanic arts, including military tactics, in such manner as the legislature of the state might respectively prescribe, in order to promote the liberal and practical education of the industrial classes in several pursuits and professions of life.²

Through the Morrill Act, the Federal Government was providing funds for the establishment and maintenance of state-controlled and state-operated institutions. It is interesting to note that the Federal Government was endowing the state educational institutions with no federal supervision of methods of instruction. Also, little limitation was placed on what or who was to be taught.

Another significant fact is that the Morrill Act was signed at a time when this country was in the midst of the Civil War. Mumford pointed out:

The very existence of this nation was in doubt, the passage of the Act was an act of faith--faith in our democratic institutions, faith in education, and faith in the future greatness of the nation.³

As a result of this Act, the most influential system of practical and technical education known to the world has developed.

A variety of plans was adopted by the states in organizing the colleges which made use of land-grant funds. The majority of states established new institutions. A group of states reorganized existing

²Lincoln David Kelsey and Cannon Chiles Hearne, Cooperative Extension Work (Ithaca, New York, 1955), pp. 28-29.

³Mumford, p. 9.

state institutions to comply with terms of the Morrill Act. In several instances private institutions received funds, providing they changed their programs to comply with certain stipulations. In the Southern states, disagreement over division of funds led to the establishment of separate white and Negro institutions.

Establishment of the Agricultural Experiment Stations

The twenty-five years after the passage of the Morrill Act of 1862 were characterized by distinctive developments in American education. Within nine years after the passage of the Act, thirty-six states had accepted its provisions.⁴

In spite of the speed with which various states established their institutions, the situation was not totally satisfactory. Scientific knowledge related to the fields of agriculture was most inadequate. Most of the teachings in the new institutions were based upon personal observations and individual thinking. As a result, prejudices and superstitions were taught as facts. Provisions had been established for teaching, but the available facts to teach were limited. The agricultural colleges engaged in research inasmuch as available funds would permit.

Several Congressional bills establishing various forms of experiment stations were introduced in Congress. Finally, Representative William H. Hatch of Missouri, an influential Congressman, introduced a measure which was enacted into law on March 2, 1887. The Hatch Act provided Federal assistance to each land-grant college for the

⁴A. C. True, A History of Agricultural Extension Work in the United States 1785-1923 (Washington, 1928), p. 81.

establishment of an agricultural experiment station.

Of particular significance in the Hatch Act was the provision for the dissemination of research findings. The experiment stations were required to publish periodic bulletins or reports of progress and make them available to the public.

After the enactment of the Hatch Act, the agricultural experiment stations expanded rapidly. This brought results of great value to the rural people. Early research was not concerned with original experimentation, therefore additional requests for federal aid were made to expand the research of the stations. The Adams Act of 1904 provided funds for original research. In 1907 the Nelson Amendment to the Morrill Act provided additional funds. The Purnell Act of 1925 provided for scientific experimentation in home economics, agricultural economics and rural sociology. Additional funds for expanding experiment station research have been provided through various Congressional enactments.

The Second Morrill Act

As the land-grant colleges progressed, their enrollments increased. The new type of resident instruction which focused on the practical application of the sciences to the problems of the people caused these institutions to gain respect in the field of higher education. Appeals for new funds were made to expand the program of these colleges. As a result, the Second Morrill Act of 1890 provided additional funds for the purpose of resident teaching. The money was to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic science, with special reference to their applications in the industries

of life, and to the facilities for such instruction.⁵

The American Association of Land-Grant Colleges and State Universities

The rapid progress of the land-grant college system has been greatly influenced from the beginning by the Association of Land-Grant Colleges and State Universities. Beginning in 1871, many conferences of representatives of the new land-grant colleges were held. However, it was not until 1887 that the group was organized as the Association of Agricultural Colleges and Experiment Stations. Its membership included representatives from the white land-grant institutions in the United States.

In 1919, the name of the organization was changed to the Association of American Agricultural Colleges and Experiment Stations. The constitution of the organization was revised to provide for appropriate sections of agriculture, engineering, home economics, agricultural teaching, experiment station, and extension work. The constitution also limited the membership to the executives, or their representatives, of the land-grant institutions.

The Association continued to increase in scope and representatives from other subject matter and program areas were included in its membership. In 1954, the Association opened its doors to the Negro land-grant colleges. In 1955, the name of the Association was changed to provide membership to state universities which were not land-grant institutions. The new name selected was the American Association of Land-Grant Colleges and State Universities.

⁵ Edward Danforth Eddy, Jr., Colleges for Our Land and Time (New York, 1957), p. 102.

The Association has played a significant role in the development of land-grant institutions. Mumford pointed out that perhaps its most important contribution has been in connection with the federal legislation relating to the teaching, research and extension activities of these institutions.⁶ At present, it is a valuable medium for discussion and exchange of ideas. It serves as a clearinghouse for all matters of importance to the member institutions and is a strong voice for their concerns.

The Cooperative Extension Service

Establishment of the United States Department of Agriculture

Less than two months prior to the passage of the Morrill Act, Congress passed the Organic Act which established the United States Department of Agriculture. This Act recognized the need for providing organized assistance to agriculture through a federal agency.

It is significant to note that during one Congressional session, two quasi-governmental institutions were established. Each institution was established independently. However, each was to eventually provide an extension type of education to rural people and to unite into one program. The Morrill Act established the State-Federal relationship which later provided for the development of the present-day Cooperative Extension Service.

The general design and duties outlined for the Department were to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general

⁶Mumford, p. 80

and comprehensive sense of that word.⁷ From its beginnings, education was a basic responsibility and a major purpose of the United States Department of Agriculture.

Developments Responsible for the Establishment of the Cooperative

Extension Service

The Cooperative Extension Service is less than half a century old, however its roots can be traced to the earliest years of the nation. In his first message to Congress, George Washington advocated the establishment of a national university in which there would be a chair of agriculture entrusted with the responsibility of diffusing information to the rural people.⁸

As early as 1785, a Society for Promoting Agriculture was organized in Philadelphia. The purpose of this organization was to disseminate information to rural people through publications, newspapers, and lectures and to bring about agricultural organizations elsewhere. By 1800 state agricultural societies had been formed in Southern and Northeastern states.

The United States Agricultural Society was organized in 1852 by representatives of twenty-three states and territories. This Society drew its membership from men in public affairs and from men engaged in farming. This group engaged in such educational activities as annual sessions, exhibitions and field trials. It has been said that the Society was most influential in the establishment of the United States Department of Agriculture.

⁷ Edmund deS. Brunner and E. Hsin Pao Yang, Rural America and the Extension Service (New York, 1949), p. 5.

⁸ Brunner and Yang, p. 2.

While these agricultural organizations were expanding, an interesting adult education movement had sprung up, combining instruction, entertainment and recreation. This was known as the Chautauqua movement. Some of America's top publicists, lecturers and entertainers traveled from town to town each summer to present cultural programs.

Several institutions, such as Pennsylvania State College and Illinois and Cornell Universities adapted the Chautauqua system to their extension programs. Other institutions, agencies and organizations that were anxious to have their information disseminated also adopted this system. Consequently, the need for a more systematic way of disseminating information was recognized.

As a result, a Committee on Extension Work was created by the Association of American Agricultural Colleges and Experiment Stations in 1905. This committee recommended:

That each college represented in this association organize as soon as practicable a department of extension teaching in agriculture, coordinate with other departments or divisions of the agricultural work, with a competent director in charge and, if possible, with a corps of men at his disposal. This department should take on, just as far as possible, all phases of extension teaching now performed in other ways.⁹

In 1908 the Committee on Extension Work reviewed its original proposition and advocated that the extension work of the land-grant colleges be coordinated with that of teaching through the resident instruction program and that of research through the experiment station. Strong reasons were given to support this position. One of the most expressive was the following:

. . . we would urge upon the director of extension work and the administration of the institution the prime necessity

⁹True, p. 49.

of getting into the public mind a thorough understanding of what extension work is. It is not a scheme to advertise the college. It is not a plan to trap students for college or even to get boys and girls interested in agricultural schools and colleges generally. It is fundamentally a means of teaching the people out of school about agricultural and country life in all its phases. It is an educational proposition. Its aims should be to reach every farmer and his family.¹⁰

Thus, extension work was considered as being an important educational agency, serving individuals and families who were not directly connected with the land-grant institution.

During the latter part of the nineteenth century, agents were employed by the United States Department of Agriculture to demonstrate various types of agricultural production procedures. This was known as Farmers' Cooperative Demonstration Work. The originator and leader of this movement was Dr. Seaman A. Knapp. In the late 1880's, Dr. Knapp was placed in charge of the development of a large tract of land in western Louisiana. He was instrumental in establishing a number of result demonstration farms. These showed farmers in the area what could be done when scientific principles of production and management were appropriately applied to their farming operations. As a result of his efforts, the result demonstration has been a unique and effective teaching device of agricultural and home economics extension work.

During the early 1900's, attempts were made to introduce bills into Congress which would provide for federal support to extension work. The work of Dr. Knapp and his associates in the Farmers' Cooperative Demonstration Work, those involved in extension work in the land-grant colleges, and agricultural organizations provided considerable influence

¹⁰ Ibid., p. 53.

for the bills. A variety of plans for the organization and development of extension work was provided for in proposed legislative actions.

Finally, in September 1913, the Smith-Lever Act was introduced in both Houses of Congress. This bill provided for cooperative agricultural extension work between the institutions in the several states receiving benefits of the Morrill Act of 1862, and of acts supplementary thereto, and the United States Department of Agriculture.¹¹ The original Smith-Lever bill was amended and ratified by the House and the Senate. The bill was signed by President Wilson on May 8, 1914.

The Smith-Lever Act, 1914

The Smith-Lever Act of 1914 is the foundation upon which the system of agricultural and home economics extension work is built. The Act provided:

. . . that in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same, there shall be inaugurated in connection with the college or colleges in each State, now receiving, or which may hereafter receive, the benefits of the land-grant act of 1862 and of the Morrill college endowment act of 1890, agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture. . . .

That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in several communities, and imparting information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act.¹²

The principle provisions of the Act pointed out that extension work must

¹¹Ibid., p. 111.

¹²Ibid., p. 114

be carried on by the land-grant institution, in cooperation with the United States Department of Agriculture. It also enabled the use of plans for organizing and maintaining the organization as mutually agreed upon by the Secretary of Agriculture and the land-grant institution.

The Act further provided that extension work was to be with individuals not attending or resident in land-grant institutions. There were no limitations as to age, race, sex or occupation of individuals to be served by this new agency. The subject matter scope was specified as-- "the giving of instruction and practical demonstrations in agriculture and home economics."

The Smith-Lever Act stipulated that cooperative extension work was to be educational. It is a function of an institution of higher education--the land-grant college. The Morrill Act of 1862 and of 1890 specified that the purpose of such institutions was to teach. The Smith-Lever Act specified that the work of the extension organization shall consist of the giving of instruction. Not only does the Smith-Lever Act specify that extension work shall consist of the giving of instruction, but it states that the method of instruction shall be provided through practical demonstrations.

The Smith-Lever Act authorized Congress to appropriate such funds as necessary for the organization and development of the Cooperative Extension Service. The distribution of funds to the several states was to be on the basis of rural and farm population. The Act specified that funds for extension work may not be used for: purchase or rental of land; purchase, erection, preservation, or repair of buildings; college-course teaching; lectures in college; or other purposes not specified in the Act.

Memorandum of Understanding

Immediately following the passage of the Smith-Lever Act, many administrative problems regarding extension work developed. Means of cooperation between the land-grant institutions and the United States Department of Agriculture had not been specifically agreed upon. Varying procedures were being followed in organization and in the terminology adopted by the states.

To remedy this problem, the Secretary of Agriculture suggested to the land-grant institutions that they pool all their extension funds and make the national program a united one. The idea was generally accepted and a Memorandum of Understanding between the state land-grant institutions and the United States Department of Agriculture regarding extension work in agriculture and home economics was formulated.

Through the Memorandum of Understanding, the land-grant institution agreed: (1) to organize and maintain a definite administrative division for the management and conduct of extension work in agriculture and home economics; (2) to administer all funds through such divisions; and (3) to cooperate with the United States Department of Agriculture in all extension work in agriculture and home economics which the Department shall be authorized to conduct in the state. The United States Department of Agriculture agreed: (1) to establish and maintain a central office for the general supervision of all cooperative extension work in agriculture and home economics; and (2) to conduct all its extension work in cooperation with the land-grant institutions. The land-grant institution and the United States Department of Agriculture mutually agreed: (1) that cooperative extension work in agriculture and home economics as carried on in the state would be planned under the joint supervision of

the state director and the responsible officer for the Department; (2) that all appointees should be joint representatives of the land-grant institution and the Department; and (3) that plans for the use of funds should be made and executed by the states subject to the approval of the Secretary of Agriculture.¹³

Generally speaking, during the first few years following the formal beginnings of extension work in agriculture and home economics, the principles and methods for the system were established.

Additional Federal Legislation Affecting Cooperative Extension Work

A number of Congressional acts were passed between 1914 and 1945 which provided for the further development of extension work. The first was the Clark-McNary Act of 1924. This enactment appropriated funds specifically for extension work in forestry. The Capper-Ketcham Act of 1928 substantially increased the appropriation of federal funds for the total extension program. This Act stipulated that at least 80 percent of the additional appropriation was to be expended for salaries of county workers for the further development of the program at the county level. The Bankhead-Jones Act of 1935 authorized additional funds for expanding the extension program. The apportionment of these funds was based on farm population rather than rural population. Each of these legislative enactments provided not only for the extension program in each of the States, but also for the territories.

In 1939 Congress passed the "Additional Extension Work Act" which

¹³"Memorandum of Understanding Between the . . . and the United States Department of Agriculture Regarding Extension Work in Agriculture and Home Economics," Proceedings of the Thirteenth Annual Convention of the Association of American Agricultural Colleges and Experiment Stations (Washington, 1917), pp. 135-136.

was later amended in 1941. The Bankhead-Flannagan Act of 1945 provided for the further development of county extension work. The Research and Marketing Act of 1946 expanded the work of extension, particularly in the marketing area. This enactment led to increased urban contact with the extension program through the furnishing of marketing information and suggestions to consumers.

These additional legislative enactments related to extension resulted in much confusion. Some of the funds required an offset, others were outright grants. Some appropriations were authorized annually, some were continuing and permanent appropriations. Some were based on farm population, others were based on rural population. Some of the funds were included in the budget of the United States Department of Agriculture, other funds were sent directly to the states.

As early as 1932, the Land-Grant College Association was considering a possible solution to this problem. After considerable deliberation, Congress took action in 1953 to consolidate the legislation. The Hope-Aiken Act (Public Law 83 of the Eighty-third Congress) repealed all of the separate laws, with the exception of the Clark-McNary Act of 1924 and the Agricultural Marketing Act of 1946. The new act provided an open-end appropriation clause which permits each session of Congress to allocate funds for extension work. It also extended the scope of subject matter of the organization by pointing out that "cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto."¹⁴

¹⁴Kelsey and Hearne, p. 14.

Since 1954, Congress has appropriated additional funds for an expanded extension program. These appropriations were designed to stimulate projects in such areas as on-the-farm counseling, public affairs, marketing, work with Indian families and rural development. The states developed proposals and pilot projects which enabled them to qualify for these additional funds.

Development of the Cooperative Extension Service 1914-1945

The Cooperative Extension Service began operating under the Smith-Lever Act during the same year in which World War I began in Europe. It had been operating only three years when the United States entered the War.

The entry of this country into the War brought new responsibilities to the county extension workers. Plans of work were changed to cope with emergency conditions. Emphasis was placed upon increased food production and all other lines of work were made secondary to this. Extension workers also participated in local community and wartime activities.

The additional responsibilities and activities assumed by the extension program called for an expanded staff. Many workers were employed on an emergency status. The situation permitted people in rural areas to see how valuable extension could be. As a result, a more rapid expansion in the program and the staff took place than probably would have otherwise. The prestige of the Service among its constituents and in government circles, including Congress, was greatly increased.

The decade of the 1920's was a significant period in American agriculture. The farmer had enjoyed high prices during World War I. However, a turn came quickly in 1920 and a severe agricultural depression set in. Increasing agricultural production was no longer important.

Instead, there was need for devising methods for cutting costs and for more effective marketing procedures. As a result, marketing specialists were added to land-grant college staffs.

Community organizations and activities during the War had given much of the rural population a broader vision of organized community life. Because of this, farm homes and rural communities began to be considered as integral parts of the total extension program.

This period witnessed an expansion in the use of local leaders. It was realized that if leaders could be adequately trained and supervised by the county extension workers, they could greatly increase the total impact of the extension program.

This era also saw the beginnings of long-term planning and improvements of teaching methods of the organization. The demonstration method which had been somewhat crowded out during the War was revised. Developments were made in using motion pictures and radio for instructional purposes.

During the decade of the 1930's, a depression gripped the entire western world. American agriculture was in the midst of this economic atmosphere. The extension program was altered to provide concentrated effort in the giving of instruction in the use of resources already at hand. In some states the program became concerned with helping farmers to understand their problems and to develop possible solutions.

With the change in administration in 1932, a new era began in extension. New agricultural legislation called for cooperation on the part of extension with other governmental agencies working with rehabilitation problems of agriculture.

With the coming of World War II, extension history repeated itself.

Heavy demands were made upon the American families for increased production of food and fiber. There was great emphasis upon food production, food preservation and nutrition. Work with local leaders and neighborhood projects increased.

With the close of World War II, extension set itself to the task of considering accomplishments of the past and to make recommendations for future program development.

Development of the Cooperative Extension Service 1945 to Present

The first significant attempt to chart the future of extension was made by a committee within the federal extension office. This group produced a report in January, 1946, entitled, The Scope of Extension's Educational Responsibility.¹⁵ This report was concerned with appraising the completeness and adequacy of extension's educational efforts in relation to its total field of responsibilities.

The committee specifically pointed out that the primary objective of extension was education. The group believed that the educational responsibility of the organization was broader than just making available practical information. It also had the responsibility of helping individuals to develop an understanding of how the information may be applied in various situations. The committee identified nine major fields of extension's educational responsibility.

In October 1945, the Secretary of the United States Department of Agriculture submitted a proposal to the Association of Land-Grant Colleges and Universities suggesting that the Department and the Association

¹⁵United States Department of Agriculture, Report on Committee of the Federal Extension Staff on the Scope of Extension's Educational Responsibility (Washington, January, 1946).

established a joint committee to study and make recommendations on the programs, policies and goals of the Cooperative Extension Service. The proposal grew out of a study of the organization of the Department which was then taking place. The Secretary's proposal was unaminiously approved by the Association and the joint committee was named in October, 1946.

The Joint Committee Report on Extension Programs, Policies and Goals¹⁶ pointed out that the primary function of the Cooperative Extension Service was education. It summarized the more fundamental educational accomplishments of extension.

The joint committee also considered and made statements concerning the following: the objectives and scope of the extension organization; the United States Department of Agriculture and the land-grant college relationships in connection with extension work; relations of extension with other agencies and groups; the Extension Service within the United States Department of Agriculture; the place of extension in the land-grant institution; extension teaching methods and procedures; training and professional status of extension workers; extension financing; and trends and outlook which will affect extension's future job.

The Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities recognized the need for taking another look at the extension organization and formulating future directions for its development. In 1957, this Committee named seven members to a Subcommittee on Scope and Responsibility. The

¹⁶ United States Department of Agriculture and Association of Land-Grant Colleges and Universities, Joint Committee Report on Extension Programs, Policies and Goals (Washington, August, 1948), p. 1-5.

assignment of this group was to formulate a statement of the scope and responsibilities of the Cooperative Extension Service.

This group reaffirmed beliefs of the Committee of the Federal Extension Staff on the Scope of Extension's Educational Responsibility and the Joint Committee Report on Extension Programs, Policies and Goals that the major function of the Cooperative Extension Service was education. They specifically pointed out that:

This broad charter (the Smith-Lever Act) clearly defines Extension's function as education. This is not education in the abstract, but education for action. It is education of an informal and distinct type. It is education directed to helping people solve the various problems which they encounter from day to day in agriculture, home economics and related subjects.¹⁷

In performing its educational function, the Service helps individuals to attain: (1) greater ability in maintaining more efficient farms and better homes; (2) greater ability in acquiring higher incomes and levels of living on a continuous basis; (3) increased competence and willingness, by both youth and adults, to assume leadership and citizenship responsibilities; and (4) increased ability and willingness to undertake organized group action when such will contribute effectively to improving their welfare. In attempting to attain these objectives, the guiding principle of extension work has always been "helping people to help themselves."

A significant characteristic of extension work has been the necessity to shift program emphasis and teaching methods to meet changing conditions and demands. The subcommittee identified six trends which will have impact on the extension program in the future. These were:

¹⁷Paul A. Miller, et al., A Statement of Scope and Responsibility of the Cooperative Extension Service (Washington, April, 1958), p. 3.

(1) adjustments in the family farm economy; (2) off-farm influences; (3) population changes; (4) rising educational levels; (5) changes influencing family living--rural and urban; and (6) increased demands on our natural resources.

On the basis of these significant trends, the subcommittee outlined major areas of program emphasis which should be receiving high-priority attention by the Cooperative Extension Service. These included: (1) efficiency in agricultural production; (2) efficiency in marketing distribution and utilization; (3) conservation, development and use of natural resources; (4) management on the farm and in the home; (5) family living; (6) youth development; (7) leadership development; (8) community improvement and resource development; and (9) public affairs. The subcommittee recognized that the degree of emphasis of each of these areas would vary from one county or state situation to another.

This statement presented a broader interpretation of the clientele to be served by the extension organization. The subcommittee believed that extension's first responsibility was to farm and non-farm rural families. However, knowledge in agriculture, home economics and subjects relating thereto and the application of this knowledge can be and should be of direct benefit to other individuals and families such as urban residents; farm, commodity and related organizations; and individuals, firms and organizations which purchase, process and distribute farm produce, and which provide farm people with essential services and supplies.

One can readily see that this group envisioned a broader and more concentrated educational mission of the Cooperative Extension Service than had been advocated previously.

Home Economics Extension Work

The foregoing discussion concerning the development and present status of the Cooperative Extension Service applies to all aspects of the program, however it has been geared to the agricultural aspect of the program.

Home economics extension work has paralleled the growth of agricultural extension work. The same influences were present in its development, the same crises and much of the same responses. This aspect of extension work started as early as 1900 and has since developed into an influential educational program.

Partly because of the informal nature of the extension program, home economics extension work has been organized on a neighborhood or community basis through home demonstration clubs. However, with the social and economic changes in our country, this aspect of the extension program has been reaching individuals and families through means other than organized groups. Such means being used include radio, television, newspapers, bulletins, and the like.

The primary objective of the home economics extension program has been to help individuals and families develop means whereby they can identify and solve the various problems affecting home and family living.

The home economics extension program is recognized by educators as being an important phase of the total Cooperative Extension Service and of the home economics program of the land-grant institution. In 1957, the Home Economics Development Committee of the Division of Home Economics of the American Association of Land-Grant Colleges and State Universities was appointed to clarify the objectives and future

directions of home economics in a land-grant institution. On the basis of a statement by the American Home Economics Association,¹⁸ the Joint Committee Report on Extension Programs, Policies and Goals and the Statement of Scope and Responsibility of the Cooperative Extension Service, the committee defined the responsibilities of the home economics program. This will be discussed later under the section "Home Economics in the Land-Grant College System."

4-H Club Work

In addition to adult work, the Cooperative Extension Service has a considerable program of boys' and girls' club work. Like so much of the total extension program, this aspect of the program had its beginnings with the work of Dr. Seaman A. Knapp.

4-H Club work has paralleled the growth of adult work of the extension organization. The program of these clubs has been primarily concerned with the production of farm and home products and with personal and social adjustment.

In keeping with social and economic trends, 4-H Club work is continuing to develop a program to meet the needs of youth in rural and urban areas. It is providing learning opportunities which will help youth to prepare for economic, social and leadership responsibilities as adults.

Organization of the Cooperative Extension Service

At the state level, the Extension Service operates as a department

¹⁸ Dorothy Scott, et al., Home Economics, New Directions, A Statement of Philosophy and Objectives (Washington, 1959).

or division of the state land-grant institution. The extension director serves as the administrative head. He is responsible for the operation of the organization in the state. Working under him is a group of people consisting of other administrative staff, a supervisory staff, subject matter specialists, an editorial and publicity staff, and the county extension workers.

The supervisory staff is an important link in the extension organization. This group is responsible for interpreting extension objectives, methods and procedures to county personnel and to the public. They also bring back to the central office information relating to problems, needs and attitudes of county personnel and clientele. The supervisory staff carries out other important functions depending upon the administrative organizational set-up and delegation of authority in the local situation.

The subject matter specialists are the professional liaison between the county personnel, the land-grant institution, the experiment station, other research agencies and the United States Department of Agriculture. They serve as analysts and interpreters of scientific knowledge and information which is used in the extension organization, particularly at the county level.

The county extension workers in agriculture and home economics are the largest and one of the most important segments of the Extension Service. The official educational representatives of the land-grant institution and the United States Department of Agriculture at the local level are in this group. It is these workers that come in contact with adults and youth in their own living situations. The duties and responsibilities of the county extension workers are numerous and vary from one situation to another.

Federal Extension Service

The Federal Extension Service is a two-way connecting link between the United States Department of Agriculture and the State Cooperative Extension Services. It has responsibility for carrying out the obligations of the Department of Agriculture under the Smith-Lever Act.

The Administrator of the Federal Extension Service represents the Secretary of Agriculture in his relations to all extension work. Associated with the administrator is a group of administrative officials, liaison officers and subject matter specialists.

The Joint Committee on Extension Programs, Policies and Goals defined the responsibilities of the Federal Extension Service as: (1) making available, through the Cooperative Extension Service, the results of research and investigations in agriculture and home economics to those who can put such information into practice; (2) maintaining contacts with all agencies of the Department and coordinating the educational work of the Department with that of the Cooperative Extension Services; (3) securing necessary coordination in the educational field with other departments of the Federal Government; (4) providing strong, up-to-date leadership for the whole extension organization; (5) keeping state extension services informed of developments in programs and policies; (6) aiding the states in developing effective and timely educational programs, studying the results of such programs, and in developing improved extension teaching techniques and procedures; and (7) helping to coordinate the educational activities of the several states as they relate to national or regional programs.¹⁹

¹⁹United States Department of Agriculture and Association of Land-Grant Colleges and Universities, Joint Committee Report on Extension Programs, Policies and Goals, p. 25-26.

To carry out these responsibilities, the Federal Extension Service operates through seven divisions, namely: (1) Division of Management Operations, (2) Division of Extension Research and Training, (3) Division of Agricultural Economics Programs, (4) Division of Agricultural Programs, (5) Division of 4-H Club and Young Men and Women Programs, (6) Division of Home Economics Programs, and (7) Division of Information Programs.

Division of Extension Research and Training

Because of demands for assistance in conducting extension studies and research and in training programs for extension personnel, a Division of Extension Research and Training was established in the Federal Extension Service. The Division was established in 1923 and its areas and responsibilities have increased since that time. It is recognized by federal and state extension personnel as being one of the most important divisions of the Federal Extension Service.

The 1959-1960 Annual Program of Work Schedule of the Division stated its functions and duties thus:

The Division of Extension Research and Training is concerned with continuous improvement of the conduct of extension education and the efficient use of extension's resources. It promotes extension research and personnel training as basic practical means of raising standards of accomplishment and insuring the efficient use of each extension dollar. The Division supplies national leadership and coordination. Members of the Division work through their counterparts in the State or with persons delegated research and training functions.²⁰

In order to carry out its functions and duties, the Division works through four branches. These branches and the major responsibility of

²⁰Federal Extension Service, Division of Extension Research and Training, Annual Program and Work Schedule (Washington, September, 1959), p. 1.

each are:

1. Program Research Branch--plans and conducts studies to determine how well extension programs are serving rural people and the progress being made in accomplishing program objectives; appraises extension programs in terms of needs met, people assisted and problems solved; evaluates the effectiveness of agricultural, home economics and youth programs, farm and home planning, marketing and consumer education, and other projects and subject matter lines of work; analyzes county program planning procedures; determines extent of participation in extension activities and the reason for non-adoption of improved farm and home practices; studies ways and means of shortening the time lag between the findings of agricultural and home economics research and their general acceptance by rural people.
2. Teaching Methods Branch--plans and conducts basic research relating to the educational process and to teaching procedures; studies include: relative influence of the various methods and techniques employed in extension teaching; communication through personal service, group contacts, and mass media; advantages and limitations of individual teaching methods and how their use in extension may be improved; factors affecting indirect spread of influence; the use of local leaders to augment the teaching of subject matter specialists and county extension workers; ways and means of handling the teaching problems presented by minority or disadvantaged groups in a county; interpretation of the findings of scientific research in formal education, psychology and sociology in terms of extension education.
3. Extension Training Branch--provides leadership and direct assistance to State Extension Services in planning, establishing, and maintaining comprehensive training programs and procedures for the continuous professional development of the staff; programs include training at all levels--preparatory, induction, inservice, and graduate; they involve college curricula, summer schools, workshops, short courses, conferences and related activities; course outlines and teaching materials are prepared and arrangements made for qualified teachers to conduct courses in teaching methods and principles, organization, program development, supervision, educational evaluation; plans and conducts workshops, regional summer schools, training conferences, and related activities; counsels with staff members of other divisions of the Federal Extension Service on ways and means of organizing training programs and activities to fit special situations.

4. Foreign Educational Branch--plans and conducts educational programs for foreign nationals studying the extension process; trains foreign nationals in extension history, philosophy, organization and methods, in cooperation with national, state and county extension workers; arranges for actual field experiences in extension in States, counties, communities and on farms; supervises education of foreign nationals by state and county extension workers; cooperates with other agencies and departments in planning, conducting and evaluating programs having joint interests; evaluates results of educational programs and adaptation of new procedures and methods to home country programs; maintains follow-up with foreign nationals through correspondence and surveys and gives continued assistance as requested.²¹

Thus, the Division of Extension Research and Training exists to serve the needs of the Cooperative Extension Services in the areas of training and studies and research. It serves as a clearinghouse for regional and national matters in these areas.

Home Economics in the Land-Grant College System

Home economics developed out of an interest in the family which has continued to govern its development. At the beginning of this century a group of farsighted individuals became convinced that families needed assistance in meeting their needs. This group believed that knowledge should be directed toward developing a program that would focus on improved family living. They realized that those individuals who assisted families in meeting their needs should have knowledge and understanding of the skills, attitudes, and other forces that affected family life. These pioneers realized that individual effort would accomplish very little and that those who assisted families toward better family living

²¹Based on a chart of the organizational structure of the Division of Research and Training, Federal Extension Service, as approved November 19, 1956.

would need to have authority and recognition. Therefore, they banded together and in so doing formed a new profession--home economics. This young profession focused its concern on the needs of families already evident, other needs discovered as the profession expanded, and those resulting from social and economic development.

Accompanying the development of a practical system of education in the land-grant institutions came requests to provide educational opportunities for women. These requests accompanied the movement underway to give women the same rights and privileges as men in the business and governmental affairs of the country. As a result of the demands for more adequate provision of a practical education for women, educators began to recognize the need for introducing courses related to the home in the college curriculum.

Home economics as a field in higher education has been added to the curriculum within the past sixty years. Departments of home economics in the land-grant institutions were among the first to be organized.

Between 1870 and 1880, three land-grant colleges established home economics departments. Within a few years many of these institutions offered resident instruction in this field. Emphasis in these courses was placed on the scientific bases of physiology, chemistry and other sciences. Under the provisions of the Morrill-Nelson Acts of 1890 and 1907, home economics was considered as one of the economic sciences.

In its early development, home economics in higher education had no established pattern to follow. It took its direction largely from early leaders such as Ellen H. Richards and Isabel Bevier. Its development was also greatly influenced by the Lake Placid Conferences from 1899 to 1908. At these meetings early leaders of home economics met to

discuss common problems and to make plans for the development of this new area of education.

The further development of home economics as an educational field, and particularly as an important area in the land-grant college system, was greatly affected by the passage of the Smith-Lever Act of 1914. This Act authorized instruction in home economics for women not enrolled in educational institutions. It brought about the development of the home economics extension program. The relationship of the home economics resident instruction and extension staffs has varied. In some institutions the extension staff is directly connected with the resident staff, in other institutions it is separate. It is significant to note that the federal government made its first definite provision for scientific study of problems of the home through the Smith-Lever Act.

The main objective of home economics in its beginnings was to prepare women for "home activities" or "home administration." Training to prepare for a professional area was only incidental. Many of the graduates of home economics departments in the land-grant institutions were entering the teaching profession. Thus, it became important to place emphasis upon the preparation of teachers of home economics at the secondary level. The Smith-Hughes Act of 1917 provided an impetus for developing home economics teacher training programs in land-grant colleges. The Act provided for the training of teachers and supervisors in vocational subjects including home economics, agriculture and trade and industries.

In the beginning, land-grant colleges gave little attention to research on problems of the home. It had been stipulated that funds for experiment station research were not to be used for establishing and

maintaining home economics research programs. However, a few home economics departments were conducting research through other channels.

The program of the agricultural experiment stations was expanded through the Purnell Act of 1925. This legislation provided for scientific experimentation in home economics, rural sociology and agricultural economics. Additional funds for home economics research were appropriated through the Bankhead-Jones Act of 1935 and the Research and Marketing Act of 1946.

Since its beginning, home economics has developed a unique educational program for those concerned with the home and family. Two organized groups of home economists, the American Home Economics Association and the Division of Home Economics of the American Association of Land-Grant Colleges and State Universities have been influential in the development and advancement of this professional field in higher education.

The American Home Economics Association, since its inception in 1909, has influenced the development of home economics in higher education as well as in its many other aspects. In preparation for the fiftieth anniversary of the Association, the Committee on Philosophy and Objectives of Home Economics was appointed to review the past accomplishments, to take a look at the present situation and to make suggestions for the further development of home economics. In order to effectively carry out this assignment, they began by defining home economics. They stated:

Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs

-furthering community, national, and world conditions favorable to family living.²²

Thus, home economics makes valuable contributions to the development of individuals it serves and to the enrichment of relationships within and among families. The committee designated the following aspects of individual and family living with which home economics is concerned:

Home economics synthesizes knowledge drawn from its own research, from the physical and biological, and social sciences, and the arts and applies this knowledge to improving the lives of families and individuals. Its concern is with these aspects of family living:

- family relationships and child development
- consumption and other economic aspects of personal and family living
- nutritional needs and the selection, presentation, preparation, and use of food
- design, selection, construction, and care of clothing, and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individual, the family, or of society may be attained.²³

Home economics is not the only professional field dealing with one or more of these aspects of living. However, it is the only field concerned with all of them.

The primary aim of home economics is to help individuals and families to develop competences fundamental to effective living. The American Home Economics Association has identified these competences as:

- establish values which give meaning to personal, family and community living; select goals appropriate to these values

²²Scott, et. al., p. 4.

²³Ibid., pp. 4-5.

- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
- achieve good interpersonal relationships within the home and within the community
- nurture the young and foster their physical, mental, and social growth and development
- make and carry out intelligent decisions regarding the use of personal, family and community resources
- establish long-range goals for financial security and work toward their achievement
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources
- perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
- take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.²⁴

The Division of Home Economics of the American Association of Land-Grant Colleges and State Universities has been another instrumental force in the development of home economics, particularly in the development of home economics resident, research and extension programs in a land-grant institution. In August 1957, administrators in home economics resident teaching, research and extension in land-grant institutions throughout the country participated in a Workshop on Administrative Management for Home Economics at Estes Park, Colorado. Those who attended expressed concern regarding the need for clarifying the objectives for home economics in land-grant institutions.

During the fall meeting of the Association of Land-Grant Colleges

²⁴Ibid., p. 9.

and State Universities the above need was more specifically expressed. As a result of the concern, the Chairman of the Division of Home Economics appointed the Home Economics Development Committee to prepare such a statement.

During the time the land-grant committee was developing its statement, the members were fully aware of the work of the Committee on Philosophy and Objectives of the American Home Economics Association. The land-grant committee incorporated some of that committee's specific contributions--the purposes, specific areas and desired competences into the land-grant statement.

The Home Economics Development Committee expressed the belief that home economics is one of the important fields of learning in the land-grant system of higher education. They also maintained that it furthers the functions of the land-grant institutions--resident teaching, research, extension, and public and field services. On the basis of these beliefs, they defined special responsibilities and further directions of the several aspects of the total home economics program in a land-grant institution.

The home economics resident teaching program has the responsibility of making a direct and major contribution to the general education of men and women students in the institution. The land-grant committee pointed out that:

It [home economics] has the responsibility of assuming leadership in developing cooperatively with other areas the family life program as a part of the general education of students in the institution.²⁵

²⁵Lela O'Toole, et. al., Home Economics in Land-Grant Colleges and State Universities (Washington, 1960), p. 5.

The undergraduate resident teaching program for home economics students contributes to: (1) personal development--understanding self and others and relationship to the developing culture, (2) preparation for family living and the responsibilities of homemaking in our changing society, (3) preparation for effective citizenship and community participation, and (4) preparation for professions in home economics.²⁶

The home economics instruction program of land-grant institutions also has major responsibility for preparing leaders for home economics professions through effective graduate programs.

The land-grant committee held that home economics research was an essential element of an effective home economics program in a land-grant institution. This group stated:

Home economics will grow in strength as a discipline in our educational system only to the degree to which it extends its frontiers of knowledge through organized and systematic research explaining the nature and needs of the home, the family and the family members.²⁷

On the basis of the Joint Committee Report on Extension Programs, Policies and Goals and the Report on Scope and Responsibility of the Cooperative Extension Service, the Home Economics Development Committee defined responsibilities of the home economics extension program in the following manner:

Phases of the home economics extension program are designed to help families acquire the knowledge, the experience, and the understanding that will enable them to adjust to the ever-changing social and economic conditions of the world.

The focus is on the development of the individual and his potentials, and the opportunity to strengthen family living through meeting the problems faced by families as they work to improve the quality of their life at home and in the local community.

²⁶Ibid.

²⁷Ibid., p. 6.

. . . home economics extension work assists people to identify their needs, problems and opportunities; to investigate their resources; to establish their goals; to determine a plan of action in the light of their own resources and abilities; to put this plan of action into operation; and to adjust as needed.²⁸

The interrelationship and interdependence of home economics resident, research and extension must be present if the total home economics program in a land-grant institution is the most effective.

Summary

The land-grant college system, established by the Morrill Act of 1862, is considered to be the most influential system of education known to the world. It brought about a unique educational movement which concerns itself with practical and technical education and with education for the masses. The underlying philosophy of the system has been that the use of knowledge and technical skills to enrich the daily lives of all people is a public responsibility. Today, land-grant institutions are found in each of the fifty states and in the territory of Puerto Rico.

The same congressional session which enacted legislation establishing the land-grant college system also established the United States Department of Agriculture. These two quasi-governmental institutions were independently established; however, they were eventually to provide an extensive research program and an extension type of education for the people of the United States.

The Smith-Lever Act of 1914 provided for the establishment of cooperative extension work between the institutions receiving benefits of the Morrill Act of 1862 and of acts supplementary thereto and the United

²⁸Ibid., p. 8.

States Department of Agriculture. The Act and subsequent legislation have stipulated that the Cooperative Extension Service is to be educational. It is to be concerned with the giving of instruction and practical demonstrations in agriculture, home economics and related areas.

The important national and world forces and events for the past half century have exerted significant influences upon the Cooperative Extension Service. When necessary, it has altered its program to meet the changing educational needs of its clientele. Since 1945, three significant attempts have been made to chart the future of extension. In 1957, the latest attempt advocated a broadened and more concerted educational responsibility for the Service.

The Federal Extension Service is the coordinating link between the United States Department of Agriculture and the Cooperative Extension Service. Through its several Divisions, it carries out the obligations of the Department under the Smith-Lever Act. Through the Division of Extension Research and Training, it is concerned with the continuous improvement of the conduct of extension education and the efficient use of extension's resources.

The practical system of education in the land-grant institutions brought about requests to provide educational opportunities related to the home in the college curriculum. Thus, resident instruction in home economics was established in the land-grant college system. Later congressional enactments made possible the establishment of home economics extension and home economics research programs in these institutions. Recently, a national group of home economists reviewed the status of home economics and made suggestions for its further development. On the basis of the recommendations of this group, a committee representing

the home economics resident, research and extension areas in land-grant institutions proposed responsibilities and future directions for each of these areas to the total home economics program in such institutions. These proposals point up the importance of the interrelationship and interdependence of these areas if the total home economics program in a land-grant institution is to be the most effective.

CHAPTER III

CHARACTERISTICS OF PROGRAMS AS REVEALED THROUGH STUDIES AND RESEARCH

Many sources of information regarding the development and present status of the programs included in this study were reviewed. A summary of the most relevant will be presented.

Pre-service, Graduate and Inservice Training Programs for Extension Workers

Administrators and supervisors of the Cooperative Extension Service are becoming increasingly concerned about the provision of effective training of extension workers through pre-service, graduate and inservice training programs. They believe that one of the most effective ways for the extension organization to meet its challenge of the future is to recruit and maintain a staff of qualified workers at all levels of the organization. John E. Hutchison, Director of the Texas Agricultural Extension Service stated:

. . . we shall need staff members who are increasingly better trained. In addition to technical training, all staff members must have or acquire through inservice training an understanding of the basic principles of the social sciences, including sociology, psychology, and anthropology so as to be able to understand and to more expertly screen applicants for extension positions. The trend will be toward higher minimum academic requirements, for only people of superior abilities will be able to deal effectively with the complex problems

which are being generated by rapidly and continuously changing conditions.¹

Dr. James A. Duncan of the University of Wisconsin expressed this concern by saying:

The need for professional training in Cooperative Extension workers now on the job, those preparing for extension careers at the undergraduate level, and the present and anticipated need for qualified county extension workers, demands critical analysis of the status of present day Cooperative Extension education. The training problems most urgent are those of increasing the competence of those on the job in such skills as extension program development, extension teaching methods, public policy, technical subject matter in agriculture and home economics, extension evaluation and public relations. It is further necessary to prepare new personnel to replace approximately 15 percent of the county workers due to resignation, retirement, and newly created positions.²

Rapid technical and social changes are making it necessary for extension workers to participate in professional development. The Statement of Scope and Responsibility of the Cooperative Extension Service emphasized the need for extension workers to be prepared to meet the challenge of change. The Statement pointed out:

One consistent characteristic of extension work has been the necessity to shift programs and methods to meet the ever-changing conditions and demands. Extension workers have been acutely aware of the need from the beginning. The tempo of such changes has been accelerated dramatically during the past decade. Every evidence points to an even faster acceleration in the decade ahead.³

Thus, if the Cooperative Extension Service is to continue to be an effective educational organization, it must be increasingly concerned with

¹ John E. Hutchison, "Administration of the Cooperative Extension Service," (Discussion presented to the Workshop for Administrators of University Adult Education Programs, University of Chicago, July 22, 1960), p. 8. (Mimeographed).

² James A. Duncan, "Training Cooperative Extension Workers--The Coordinated Approach," (Madison, 1957), p. 2. (Mimeographed).

³ Paul A. Miller, et al., The Cooperative Extension Service Today--A Statement of Scope and Responsibility, (Washington, April, 1958), p. 5.

the selection of well qualified employees and with their continuous professional training.

The Joint Committee Report on Extension Program, Policies and Goals expressed today's extension philosophy on training. This group pointed out:

Extension work today demands an educational background especially designed to fit workers for the profession. The basic philosophy should be to have extension workers as well trained as possible in broad fundamentals during their undergraduate work, and to develop them into well-qualified, technical persons by in-service training after they are employed. Extension has become of sufficient importance as a profession to justify special consideration in the land-grant college curricula.⁴

Several attempts have been made to identify the training needs of extension workers. The Joint Committee Report recommended the following broad objectives in the development of educational programs for the training of extension workers. The goal should be to prepare extension workers who:

1. Are basically grounded in the physical and social sciences of significance to life in America.
2. Are familiar with reliable sources of important information.
3. Understand the background, philosophy, objectives, policies, and organization of the extension system.
4. Are skillful in applying principles of psychology and education to extension teaching, supervision, and administration.
5. Can organize people and stimulate leadership among them.
6. Understand the processes by which people and extension workers cooperatively can analyze local problems, arrive at potentially sound solutions, and develop a county extension program.
7. Know the problems and procedures of adult and out-of-school youth activities.

⁴United States Department of Agriculture and Association of Land-Grant Colleges and Universities, Joint Committee Report on Extension Programs, Policies and Goals, (Washington, August, 1948), p. 42.

8. Are skillful in organizing, interpreting, and presenting basic economic, social, technical and scientific data, and their implications to life.
9. Understand the techniques and processes of evaluating the effectiveness of extension programs.⁵

Several authorities in extension education have pointed up the necessity of clearly identifying the competences method by extension workers. They have attempted to do this. The competences identified by these authorities are quite similar in content and scope to those proposed by the Joint Committee.

The Statement of Scope and Responsibility of the Cooperative Extension Service provided indication of the areas of training needed by extension workers. This statement pointed out areas of future program emphasis for the organization. These were identified as: (1) efficiency in agricultural production; (2) efficiency in marketing distribution and utilization; (3) conservation, development and use of natural resources; (4) management on the farm and in the home; (5) family living; (6) youth development; (7) leadership development; (8) community improvement and resource development; and (9) public affairs.⁶

The National Inservice Training Task Force of the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities identified nine areas of competence generally considered important for all extension workers. These areas were classified as follows: (1) the Cooperative Extension Service; (2) human development; (3) program development; (4) educational process; (5) social systems; (6) communications; (7) philosophy and values;

⁵Ibid., p. 44.

⁶Miller, et al., p. 6.

(8) technology; and (9) research and evaluation.⁷

One can readily see considerable similarity among the various proposals of the needs of or competences to be developed by an extension worker. Through the undergraduate, graduate and inservice training program, these needs may be satisfied by or competences developed in differing degrees.

Undergraduate Training Programs for Home Economics Extension Workers

A recent report indicated that during 1960, at least 32 land-grant institutions offered undergraduate courses in extension education for students interested in an extension career. The report further stated that enrollment in these courses totaled barely enough to fill vacancies in staffs if all those enrolled in the courses went into extension positions. However, only approximately one-fourth of those enrolled in extension education courses were expected to go into extension work upon graduation.⁸

Several attempts have been made to identify the educational needs of extension workers at the undergraduate level. Smith and Wilson reported that prior to 1930, a broad general course of undergraduate work was considered preferable.⁹ Following this, some extension administrators and supervisors expressed their belief that extension workers should have more specialized training. Current literature points out that the

⁷Edwin, L. Kirby, et al., An Inservice Training Program for Cooperative Extension Personnel (Tentative Copy), (Washington, May, 1960), pp. 17-20.

⁸"Joint Report, Senate Committee on Pre-service and Graduate Training for Extension Workers and Inservice Training Subcommittee of Extension Committee on Policy," November, 1960. (Mimeographed).

⁹Clarence Beaman Smith and Meredith Chester Wilson, The Agricultural Extension System of the United States (New York, 1930), p. 350.

extension worker needs a broad background in fundamentals, as opposed to concentrated training in a single field.

Professional training in home economics at a recognized institution leading to a bachelor's degree is generally accepted as minimum preparation for those desiring to enter home economics extension work. However, among the various institutions, there is considerable variation in the number of credits in the basic sciences, technical subject matter and professional courses required and the departmental organization through which the courses are given.

Recent studies indicated that only a small portion of extension workers have had any specific preparation for extension work at the undergraduate level. Administrators of Extension Services point out that a large majority of the college graduates applying for a position in the organization are totally unfamiliar with the history, basic philosophy and objectives of the organization. When employed, the worker usually has little or no knowledge of the scope of the program or the methods used by the organization. Hansen found that out of a random sample of 90 home economics extension workers, a few more than one-fourth had actually trained for extension work in college. On the basis of these findings and her experiences in home economics extension work, she stated:

It makes one wonder if our leaders have not fallen down in promoting home demonstration work as a profession. There are very few professions in our society today where such training is even acceptable, for example, a nurse is not entitled to the privileges of the nursing profession without being a registered nurse. A teacher is seldom a teacher without a teacher's credential. Yet, in extension, where skill as well as information is so important there are so few people who are actually

trained for the job.¹⁰

Many of the home economics resident and extension personnel agree with Hansen that more attention should be given to home economics extension work as a profession; however, they are not in agreement as to how this should be done. Some advocate that a separate professional curriculum in home economics extension education be available to those students interested in extension work. Others believe that an option should be available in a curriculum, preferably home economics education or home economics teaching at the secondary level. Another common belief is that a plan should be incorporated into the various curricula offered by the home economics unit so that any home economics student interested in extension may prepare for work in this professional field.

Probably the most commonly accepted position on this issue was taken by the Committee on Criteria for Evaluating College Programs in Home Economics of the American Home Economics Association. This group pointed out that the basic preparation for extension workers is essentially the same as that for home economics teachers. However, there should be some differences in emphasis and in philosophy, administration, organization and teaching procedures of the two groups.¹¹ The Committee outlined important competences to be developed by prospective extension workers. These are almost identical to those pointed out previously or to those discussed later.

¹⁰Viola Hansen, Planning an Undergraduate Training Program for Home Demonstration Agents (Unpublished paper, Harvard University, 1951), p. 24.

¹¹American Home Economics Association, Home Economics in Higher Education, (Washington, 1949), p. 52.

The Committee of the American Home Economics Association further indicated that the core curriculum in general education for all home economics students, along with the greater part of the additional study required in teacher education provides a good foundation for preparing extension workers. The group suggested that study of extension teaching methods and field experience should replace similar experiences in teacher education.¹²

In 1953 the Subcommittee on Pre-service Training of the land-grant college committee on Pre-Service and Graduate Training for Future Extension Workers outlined a planning guide¹³ to help colleges to develop programs for agricultural and home economics undergraduate students interested in extension work. The guide was developed in two sections. Part I was concerned with the place of and recommendations concerning the natural sciences, technical subject matter, the social sciences and the humanities in the pre-service training of extension workers. Part II was concerned with the professional undergraduate extension education course or courses for students interested in extension work.

At the 1956 meeting of the American Association of Land-Grant Colleges and State Universities, a group of home economists gave special attention to the undergraduate preparation of home economics extension workers. On the basis of their experiences in resident teaching and extension, the group made recommendations in addition to those proposed by the Subcommittee on Pre-Service Training. This group's recommendation

¹²Ibid.

¹³Subcommittee on Pre-service Training of the Land-Grant College Committee on Pre-service and Graduate Training for Extension Workers, An Undergraduate Extension Education Program for Extension Work--A Planning Guide (Chicago, 1954).

regarding technical home economics subject matter was threefold: (1) that the student have opportunity to develop an understanding of the scope of home economics subject matter through having some basic work in the areas of clothing and textiles, family relations and child development, foods and nutrition, home management (including family finance), related art, housing and equipment; (2) that the student develop competence in at least two areas of home economics; and (3) that the student have opportunity to develop an appreciation of the farm and home as an operating unit and an understanding of the ways in which the subject matter of home economics and agriculture may contribute to the improvement of family living.¹⁴

The land-grant home economics group pointed out that the student should have opportunity to develop an understanding of the basic principles in the natural sciences and in the social sciences, and their application and implication to individual, family and community living.

Educators have various claims of the values to be gained through a study of the humanities. The Subcommittee on Pre-Service Training believed that study in this area should help the student to develop:

1. An appreciation of cultural interests lying outside the fields of science and technology, such as those concerned with literature, art, music, etc.
2. Ability to participate to some extent in some form of creative activity.
3. Acquaintance with the enduring ideas which are the basis of our ethical and moral values.
4. Some knowledge of languages, history, and cultures of other nations.¹⁵

¹⁴"Extension Education in Home Economics," 1956. (Mimeographed).

¹⁵Subcommittee on Pre-Service Training of the Land-Grant College Committee on Pre-Service and Graduate Training for Extension Workers, p.9.

The group further believed that study in the specific area of communications should help the student to develop:

1. An understanding of the philosophy of communications;
2. Skills in the means of communication, including listening, reading, writing, speaking, and demonstrating;
3. Ability in analytical thinking, interpreting information, and in solving problems;
4. Appreciation of the responsibility for accuracy in communications; judgment in selecting sources of information;
5. Recognition of communication resources within a community, the possibilities of each, and knowledge of how to use each; and
6. Ability to process information and get it ready for communication.¹⁶

The Subcommittee reviewed course outlines of extension education courses in a group of land-grant institutions. A review of the outlines indicated little agreement as to purpose or content of the courses. The group agreed that extension programs might have been better coordinated and integrated, particularly at the county level, if extension workers had had better planned extension education courses at the undergraduate level. The Subcommittee believed that one or more professional educational courses for the extension worker was desirable. It believed that such a course could serve in the following ways:

1. To put Extension Service personnel in touch with interested students.
2. To provide an opportunity for the Extension Service personnel to see work of students and thus aid in the screening process.
3. To make the entire student body more aware of extension as a profession on a par with other professions.
4. To bring students into positions as productive workers more quickly than would otherwise be possible.

¹⁶ Ibid., p. 19-20.

5. To expose other staff members in agriculture and home economics to extension philosophy.¹⁷

These advantages do not indicate the necessity of a major in Extension Education. They do, however, point out the need for one or more professional extension education courses at the undergraduate level. It is interesting to note that these courses would not only help to prepare students for extension work, but would provide recruitment measures and screening devices of prospective extension personnel and also serve as public relations means for the area.

The Subcommittee believed that extension education courses should be provided not prior to the junior, but preferably at the senior level. This would allow the student to acquire a background of technical subject matter, group work, the social sciences, and skills in communications. This group developed a suggested course outline. The component units of the course were: (1) the Cooperative Extension Service, (2) how people organize their lives, (3) what we know about helping people to learn, (4) identifying local needs, setting objectives, and determining programs, (5) the plan of work--development and implementation, (6) teaching methods and materials for the extension worker, (7) leadership in the Extension Service, (8) the need for evaluation in extension education, and (9) the extension worker as a professional person.¹⁸ For each unit, the group outlined suggested over-all objectives, specific teaching objectives, unit content, learning experiences and bibliography.

The field experience for prospective extension workers is regarded

¹⁷Ibid., p. 11

¹⁸Ibid., pp. 13-44.

by resident and extension personnel in agriculture and home economics as being or having potential of being a most profitable experience. The land-grant home economics group gave consideration to the contribution of the field experience to prospective home economics extension workers. They believed that a well-planned and supervised experience would provide opportunity for the student to:

1. Understand and gain some proficiency in the process of developing an extension program;
2. Develop an understanding of the role of the volunteer leader in extension, including leadership, identification, selection, and training;
3. Develop some understanding of adult education programs;
4. Develop a realization that the teaching methods employed by the extension worker directly influence the effectiveness of the efforts;
5. Understand and gain proficiency in measuring the effectiveness of extension teaching methods; and
6. Develop some skill in working with groups.¹⁹

In 1956, the staff of the College of Agriculture of the University of California, Davis campus, made a survey of the nature, scope and organization of field experience courses being offered in land-grant institutions in the United States. A questionnaire was sent to the director of the Cooperative Extension Service in each of the 48 states and three territories. Forty-six responses were received. Of this number, 25 had field experience programs in operation--nine had programs for home economics extension workers only, two for agricultural extension workers only, and 14 for both.²⁰

¹⁹"Extension Education in Home Economics," 1956

²⁰S. S. Sutherland and O. E. Thompson, Field Experience Programs for Prospective Agricultural Extension Workers (Davis, California, 1956), p. 1.

From an analysis of the data and recommendations and suggestions made by respondents, the following elements were considered to be essential to a successful field experience program:

1. The administration and conduct of the pre-service training program, including field experience, should be the joint responsibility of the Agricultural Extension Service and the appropriate academic department or departments of the land-grant college, working cooperatively.
2. The field experience program should be set up as a regular college course with commensurate credit and recognized as the key element in the pre-service training program for extension personnel.
3. Adequate compensation as well as college credit should be given to the students enrolled.
4. Field experience as a training medium should be given either in the summer between the junior and senior years or the summer immediately following graduation. As little time as possible should elapse between the internship and actual induction into full-time employment.
5. Students to be enrolled in the field experience program should be carefully selected.
6. The county agents and home demonstration agents who act as trainers should be carefully selected, have broad, organized, well-planned programs in operation, and be carefully instructed as to their responsibilities as trainers.
7. The field activities of trainees should be planned in advance and listed in writing so that both trainers and trainees are informed of their duties.
8. The field activities of trainees should be planned so as to provide a broad experience under competent supervision in the important activities of a county extension worker.
9. In order to provide the broad experience necessary, the field experience program should be of not less than 12 weeks.
10. Support for the field experience program should be a regular budget item to cover salaries and travel expenses of trainees and of the extension training specialists involved.
11. Adequate supervision and visitation of trainees should be provided.²¹

²¹Ibid., pp. 4-5

In addition to the program of study and experiences provided for undergraduate students, another important concern in the undergraduate program is the recruitment of capable students. At the 1960 Extension Training Conference, Miss Louise Rosenfeld of the Iowa Cooperative Extension Service emphasized this concern. She pointed out that extension must find more ways to get to students--the freshmen, sophomores, juniors and seniors. To accomplish this, the organization needs to find more ways to inform students, advisors and others of the faculty of opportunities in and professional requirements for extension work.²² The recommendation as proposed by Rosenfeld requires a good working relationship between the administration and staff in both the resident and extension areas of home economics.

Graduate Training Program for Home Economics Extension Workers

Throughout the United States, 15 land-grant institutions are now offering a master's degree program with a major in Extension Education. Two of these are offering such a program at the doctoral level. A limited number of other types of institutions are offering such programs at the master's and/or doctoral levels.

The recognition by professional extension workers of the need for graduate study has been steadily increasing. A survey made by Wilson and Grile in 1938 showed that a large majority of county extension workers considered graduate study unimportant.²³ At present this situation

²²Louise Rosenfeld, "Present Day Demands on Home Economics Personnel and Implications for Undergraduate Training," Proceedings of the Extension Training Conference (Ames, Iowa, May 10-12, 1960), pp. 18-23.

²³Edmund deS. Brunner and E. Hsin Pao Yang, Rural America and the Extension Service (New York, 1949), p. 140.

has changed. This is evidenced by the increasing number of extension workers presently holding or pursuing degrees at the master's and doctoral levels.

As early as 1926, Teacher's College, Columbia University attempted to meet the need of extension workers for graduate training. In 1930, Cornell University offered graduate work for this group during its summer term. By 1937, ten institutions, including one Negro institution, offered summer courses.²⁴

The establishment of the Regional Extension Summer Schools in 1949 gave impetus to the graduate training of extension workers. These were located at the University of Arkansas,²⁵ University of Wisconsin, Colorado State University and Cornell University. One such school was located at Prairie View Agricultural and Mechanical College (Texas) for Negro extension workers. The Cooperative Extension Services within the region cooperated in establishing and maintaining these schools. Courses taught in the regional schools were concerned with such subjects as: psychology for extension workers, extension teaching methods, evaluation of extension work, 4-H club organization and procedures, extension information, and history of the Cooperative Extension Service. Other institutions have also developed special offerings for extension workers during the summer term.

Institutions such as the University of Georgia, University of Arizona and The Ohio State University have begun three-weeks "winter" schools for extension personnel.

²⁴Ibid.

²⁵At their September 1960 session, the Directors of the Cooperative Extension Services in the Southern Region decided to discontinue the Regional Summer School at the University of Arkansas.

Recognizing the need of graduate programs for extension administrative and supervisory personnel, the American Association of Land-Grant Colleges and State Universities established the National Agricultural Extension Center for Advanced Study in 1955. This was located at the University of Wisconsin and is in operation now. The purpose of the Center was to provide additional opportunities for graduate study, research and inservice education for extension personnel in administrative and supervisory positions.²⁶ The Center is operated largely as the result of a grant by the W. K. Kellogg Foundation.

At the 1958 National Conference on Extension Training, D. B. Anderson, Associate Dean of the Graduate School at North Carolina State College proposed five generalizations concerning the graduate program for extension workers. These included:

1. Graduate education is the product of a long and proud tradition of scholarly work. It is not cast in a rigid and inflexible mold but should not be made to respond to every shift in the winds of public opinion.
2. Extension workers should expect to meet the same standards for admission to the graduate school that apply to other students and they should conform to the same policies and practices that apply to traditional graduate programs in such matters as course loads, major and minor fields of interest, prerequisites, theses, comprehensive examinations and the like.
3. Emphasis in programs for extension workers can well center on disciplines which call for cooperative and inter-departmental efforts particularly when communications, arts or the social sciences constitute the major field. These subjects should form an important part of graduate programs for extension workers.
4. Work of high quality and training in depth rather than horizontally is as important for extension workers as for any other graduate student.
5. Subject matter competence should be a focus of interest in graduate

²⁶ Robert C. Clark, Julia I. Dalrymple and James A. Duncan, "Three-Way Program," Extension Service Review, January, 1961, p. 19.

programs for extension workers rather than emphasis on the techniques and methods of teaching.²⁷

Howe studied the graduate programs in Extension Education offered by land-grant colleges. He set forth the following criteria as suggestions for judging programs in Extension Education leading to a master's degree:

1. Extension Education is a distinct entity within the broad field of education.
2. To attain the essential elements of graduate study, there must be intensive concentration on-campus over a period of time long enough to make a permanent change in the habits of thought and action of the student. The course is only a part of graduate work. In fact, a course standing alone does not possess the characteristics of graduate work. The same may be said for several unrelated courses. Research, seminars, and private reading should complement course work. Nor is this all, for a properly integrated graduate program means association with effective teachers and with an institutional set-up of libraries and laboratories, as well as many other less tangible but important attributes.
3. The offerings must be courses of graduate rank.
4. The offerings from which a student may choose should be sufficiently broad so that individual needs may be satisfied. Individuality rather than uniformity should characterize the programs. This statement is not intended to preclude the inclusion in every program of a small group of essential courses with comprehensive characteristics.
5. The program (blueprint of work to be done) for any one student should be one of planned and integrated study.²⁸

In order to attain these criteria, Howe proposed that a student's program in Extension Education leading to a master's degree consist of an area of concentration. This would include approximately two-thirds of the student's program in a combination of agricultural or home economics

²⁷D. B. Anderson, "Graduate Programs for Extension Workers," Proceedings of National Conference on Extension Training (Manhattan, Kansas, April 15-18, 1958), p. 57

²⁸Harold Howe, "Graduate Training in Extension Education Leading to a Master's Degree," (Manhattan, Kansas, April 11, 1956). (Mimeographed).

extension study, communications and social science. Approximately one-third of the student's program would be devoted to technical subject matter. He also proposed that the thesis or less formal report be in the area of concentration and specifically in agricultural or home economics extension study.

There were differing opinions concerning graduate research requirements for agricultural and home economics extension workers. Some educators in this field believe that since the extension worker, at the county level, is a generalist and not usually involved in research projects, his program of study should substitute additional course work for the research requirement. This plan has been followed in setting up the graduate program in Extension Education at the master's level in several institutions.

On the other hand, some educators in the field strongly advocated including research as an important part of graduate study. Axinn²⁹ pointed out that graduate degree programs in which the candidate carries on rigorous research will tend to better prepare him for an extension career in the future than one in which he does not carry on such research. He also declared that if graduate students in extension do not carry on rigorous research, a significant opportunity for the advancement of knowledge related to the Cooperative Extension Service will be neglected. He advocated that major professors have long-range studies underway, segments of which may be undertaken by individual graduate students.

²⁹George H. Axinn, "Rigor in Extension Graduate Research," Proceedings of the Extension Training Conference (Ames, Iowa, May 10-12, 1960), p. 46-50.

An important segment of the extension staff for which graduate training is a necessity is the subject matter specialists. Most authorities agree that, at the graduate level, the specialist should first continue to develop proficiency in his or her area of specialization, and second continue to develop understanding of extension and of educational methods used by the organization.

Inservice Training Program for Cooperative Extension Service Personnel

Inservice training activities for Cooperative Extension personnel have gradually evolved over the years. Some states are providing more adequate programs than others; however, it is doubtful that any one of them has kept pace with the shifts in program emphasis and with changes in personnel. Extension administrators agree that the organization cannot afford to neglect the induction training of new employees entering the Service and the continuous on-the-job training of all employees.

Collings³⁰ reported that the current thinking of extension administrators and supervisors emphasized two major reasons for a strong inservice training program, namely: (1) to remove deficiencies in pre-service and previous inservice preparation, and (2) to continue the professional growth of extension personnel.

In 1956, upon recommendation of the Subcommittee of Inservice Training and the Extension Committee on Organization and Policy, the Division of Extension Research and Training of the Federal Extension Service was asked to appoint a National Task Force on Cooperative Inservice Training. The assignment of this group was threefold: (1) to outline a comprehensive training policy and program adequate to meet current and anticipated

³⁰Mary L. Collings, "Inservice Education of Cooperative Extension Workers," (Washington, 1954), p. 1.

needs of the organization; (2) to analyze and evaluate training activities now underway; and (3) to prepare a set of recommendations for strengthening ongoing activities, filling gaps, and initiating such new activities to put extension personnel training in line with modern industrial and educational practice and abreast of its own development requirements.³¹

In carrying out the first step of their assignment, the Task Force considered characteristics of a recommended inservice training program for extension personnel. In their opinion, the inservice training program should have the following characteristics:

1. OFFICIAL - supported by written administrative policy and administrative procedures.
2. PURPOSEFUL - directed toward definite purposes of objectives and provide for systematic evaluation.
3. COOPERATIVE - planned cooperatively by the trainer and the trainees.
4. NEED ORIENTED - based on individual needs with allowance for individual differences in abilities and interests.
5. DYNAMIC - directed toward improvement of the ongoing educational program engaged in by the individual worker and the Extension Service.
6. FLEXIBLE - adjusted to the varied experiences of personnel changes in subject matter, methods and procedures, and changing emphasis on program content.
7. COMPREHENSIVE - stimulate intellectual curiosity and add to the enrichment of life as well as develop sound, productive personnel for the organization.
8. LONG-TIME, CONTINUOUS IN CHARACTER - available throughout the professional life of personnel.
9. DEVELOPMENTAL - directed toward answering the maturing needs of individual extension workers.

³¹The National Task Force on Cooperative Extension Inservice Training, An Inservice Training Program for Cooperative Extension Personnel, pp. 1-2.

10. WELL ORGANIZED - planned to achieve continuity, sequence, and integration into the experience of the learner.
11. IMAGINATIVE - forward-looking; making use of the more advanced thinking.
12. EFFICIENT - designed to effect change and use the best available resources, including human resources.
13. SCIENTIFIC - based upon scientific information.

These thirteen characteristics or criteria were outlined in detail by the Task Force.

The Task Force also outlined specific areas of competence which are generally considered important for all extension workers. These were considered appropriate for both state and county workers with responsibilities in adult and youth programs. These have been previously pointed out.

In addition to the training needed by all professional extension workers, certain areas of training were considered to be desirable for specialists, supervisors and administrators of the extension organization. The Task Force outlined additional training areas needed for these groups.

The group also believed that specific training was needed not only for the professional extension staff, but also for the clerical and secretarial staff. They outlined the desirable training areas for the office secretary.

Individuals working with personnel training programs recognize the necessity for the program to fit the specific needs of those involved. At the November 1957 meeting of the Task Force, the group expressed the need for a suitable instrument to analyze the training needs of extension

³² Ibid., p. 4.

workers. At a later meeting the group decided that an agent's analysis of his own training needs would be a good starting point. This suggestion gave impetus to McCormick's³³ study of the training needs of extension workers in Ohio. One aspect of his study was to develop a questionnaire that would help supervisors in conducting an inventory of the training needs of county extension workers in the nine areas of competence outlined by the Task Force.

Price³⁴ analyzed the educational needs of county extension workers in Arkansas. He elected to use the majority of statements as listed in McCormick's questionnaire. Statements from eight of the nine areas were used with only slight modifications to fit Arkansas' terminology. For the ninth area, technical knowledge, the statements were not used. Subject matter areas from the state plan of work of the Arkansas Extension Service were used for this section.

Collings³⁵ listed the activities that are generally accepted in extension training circles as the means through which inservice training is accomplished. These were: (1) summer school courses, (2) committees to study specific problems, (3) interchange of work responsibility between agents, (4) clinics, (5) studies, (6) field trips to experiment stations, (7) district and state conferences, (8) leader-training meetings, and (9) professional associations.

³³Robert William McCormick, An Analysis of Training Needs of County Extension Agents in Ohio, (Unpublished Ph.D. Thesis, University of Wisconsin, Madison, 1959).

³⁴Randel K. Price, An Analysis of Educational Needs of Arkansas Extension Agents, (Unpublished Ph.D. Thesis, University of Wisconsin, Madison, 1960).

³⁵Collings, pp. 6-7.

One of the most important periods in the career of any employee is the first year on the job. It is at this time that attitudes and impressions, either positive or negative, can be formed. These will have an impact on the agent's effectiveness over a long period of time. Halsey supported this when he stated: "More can be done to make or mar the new employees' future in the first few days than in weeks at any other time."³⁶

The National Task Force on Inservice Training believed that induction training should provide the new worker with opportunity to develop his full potential as an extension worker. This would involve developing desirable attitudes, work habits, skills and techniques. It would also provide the worker opportunity to determine if he is suited to extension work and give opportunity for the administrative and/or supervisory staff to evaluate him as a possible permanent employee. On the basis of these beliefs, the group stated that the objectives of induction training were to help the new agent:

1. Get a correct concept of the nature, purpose, and scope of the Cooperative Extension Service.
2. Develop an understanding of his functions and his role as an employee of the Cooperative Extension Service.
3. Obtain the knowledge and skills necessary to do his work in an efficient and effective manner.
4. Develop a "feeling of belonging" to an important educational organization.
5. Understand and appreciate the relationships of 4-H club work, home economics and agriculture to a total extension program.

³⁶George D. Halsey, Supervising People (New York, 1953), p. 107.

6. Understand what constitutes a successful extension agent and how well he meets the standard.³⁷

The Task Force considered nine activities which may be included in a comprehensive induction training program, namely: (1) orientation at the State Office, (2) training experiences in the county, (3) visits to other counties, (4) specific study assignments, (5) new workers' conference, (6) group training in subject matter and methods, (7) personal conferences with the supervisor, (8) short courses or special workshops, and (9) evaluation conference with supervisor at the end of the induction training.³⁸ The group outlined suggestions for each of these induction training activities.

Each year a considerable amount of time, money and energy is involved in the various training materials and activities for extension employees. It is desirable to evaluate the effectiveness of these materials and activities so that they can be continuously revised to better serve their purposes. Brown outlined the five general purposes of evaluating training programs as; (1) to assist in program planning; (2) to assist in carrying out the training program; (3) to measure results; (4) to determine various characteristics of the people involved in training; and (5) to give some satisfaction to the people involved.³⁹

The National Task Force pointed out the following aspects of training which should be examined critically from time to time: (1) scope

³⁷The National Task Force on Cooperative Extension Inservice Training, Induction Training for County Extension Agents (Tentative Copy) (Washington, May, 1960), pp. 2-3.

³⁸Ibid., p. 3.

³⁹E. J. Brown, "Purposes and Suggested Methods of Evaluating Extension Training," Proceedings on National Conference on Extension Training (Manhattan, Kansas, April 15-18, 1958), pp. 12-16.

and goals of the over-all training program; (2) organization and administration of training; (3) the training process; and (4) results of training.⁴⁰

Extension Research and Field Studies Program

With the expenditure of millions of dollars annually and the employment of hundreds of personnel, it seems essential that the extension organization periodically consider what is actually being accomplished as a guide to further efforts.

Extension is constantly being challenged to revise existing programs and to develop new programs and improved techniques for serving its clientele in a changing situation. The Division of Extension Research and Training of the Federal Extension Service pointed out:

A comprehensive program of research in extension is required to substitute facts for unfounded beliefs in making judgments, in improving operating procedures, and in improving programs, modifying and adapting teaching methods. It is essential that every state participate in such an extension research program. It means that substitution of the scientific way of obtaining and weighing facts for the unsatisfactory way of taking a thing for granted.⁴¹

C. M. Ferguson, former Administrator of the Federal Extension Service, expressed the need for the extension organization to become more involved in research and studies. He stated:

Research designed to measure the effectiveness of our educational activities and to point the way toward improved procedures is needed urgently. Opportunities for more effective teaching have increased with more rapid, widespread communications;

⁴⁰ The National Task Force on Cooperative Extension Inservice Training, An Inservice Training Program for Cooperative Extension Personnel, pp. 29-31.

⁴¹ Division of Extension Research and Training, Federal Extension Service, Annual Program and Work Schedule (Washington, September, 1959) p. 4.

and with a more mobile farm population, and with an expanding interest and confidence in experiment station results. The need for seizing these opportunities is greater, also, as farm families face the adjustments forced by technical advances and world-wide economic and social changes. Our responsibility is to keep abreast and adapt our methods to the current situation.⁴²

Thus, studies of extension methods and an analysis of the organization's educational procedures are necessary if it is to keep pace with its own clientele.

In order to bring about more effective programs in the Cooperative Extension Service, the Federal Service established, in 1922, a unit which was responsible for assembling data regarding extension accomplishments and conducting studies to learn just what was taking place in the field. About this same time and immediately following a few State Services established units responsible for extension studies. By 1960, 20 states had designated one or more individuals to assume responsibility for an extension studies or research program and several other states were making plans to move in this direction.

The Division of Extension Research and Training has outlined the major objectives of extension studies as:

The major objectives of research in extension are to help administrative and supervisory officers, subject matter specialists and county extension workers:

1. to more systematically evaluate their work,
2. to modify and improve current teaching methods and take advantage of new methods as they become available,
3. to analyze the interests of the people they serve, and utilize the program planning process for teaching purposes, and
4. to provide scientific facts about extension for administrative and supervisory consideration in the formulation of programs, policies, and procedures,

⁴²C. M. Ferguson, Research in Extension--Report of a National Workshop (Forward) (Washington, May 9-13, 1955).

to the end that the findings of scientific research and tested local experiences become accepted farm and home practices with the least possible delay.⁴³

Several attempts have been made to identify needs in extension studies and to recommend a framework for organizing and developing such a program. In May 1955, a National Workshop on Research in Extension was held. This group considered suggestions for a comprehensive nationwide program of studies in extension. It also considered methods and techniques which have potential for use in extension research, studies or evaluation.⁴⁴

The Extension Research Workshop held in May 1957, expanded further on the areas considered by the previous workshop group. Dr. Ralph W. Tyler, a well-known authority in educational evaluation, served as special consultant for the group.⁴⁵

These two workshop groups pointed out areas in which further studies need to be carried on. Some of these included evaluating existing county extension programs; adjusting programs to the needs of the people; analyzing teaching methods used by the organization; determining efficient organizational methods and procedures; determining the participation of people in extension programming activities; and exploring new directions in personnel selection, urban extension work, rural development, communications, farm and home development, program projection and local leadership.

⁴³ Division of Extension Research and Training, p. 4.

⁴⁴ Research in Extension--Report of a National Workshop (Washington, May 9-14, 1955).

⁴⁵ Research in Extension--Summary of an Extension Research Workshop (Washington, May 6-10, 1957).

In September 1956, the Research Planning Conference was held to consider studies on problems relating to extension administration and supervision. This group identified the following major problem areas of extension administration and supervision where additional research should be given a high priority:

1. What the present program policies are and how they are determined.
2. Whom should extension serve, to what degree and in what problem areas.
3. Factors related to morale of extension personnel.
4. Staffing policies including personnel needs, selection and job analysis as a basis of performance evaluation.
5. Organizational patterns in terms of effectiveness in achieving their purposes.
6. Present practices in pre-service, induction and inservice training.
7. Sources and allocation of county funds as related to the control of salaries, operations and employment.
8. Role of advisory committees or groups in extension work.
9. Influence of local governmental sponsoring units on extension programs.
10. How extension draws upon resources of other divisions of the land-grant colleges or universities.⁴⁶

Generally, studies undertaken by extension have used methods from education and other social science areas and applied them to the problems of extension as an educational agency. Because of this, current literature points up that the individual or individuals concerned with extension studies should have an understanding of the educational process and techniques and methods used in evaluation.

⁴⁶ National Agricultural Extension Center for Advanced Study, Cooperative Extension Administration, Suggested Areas for Research--Proceedings of Research Planning Conference (Green Lake, Wisconsin, September 10-13, 1956), p. 6.

Several authorities suggested that one of the much needed devices in an extension studies program is an advisory committee on studies. While several organizational structures have been proposed, there is general agreement that the committee should be composed of extension workers from all levels of the organization. It is suggested by some that members of the resident and research staffs also serve on the committee. Tyler outlined the purposes of such a group to serve as a channel of communications to various parts of the organization and to aid in policy-making and in making decisions on difficult problems.⁴⁷

Current literature stresses that results of studies pertaining to the Cooperative Extension Service need to be more widely disseminated among all extension workers. At the national level, results are disseminated through publications from the Federal Extension Service and loans of theses and abstracts. This service is provided by the Division of Extension Research and Training of the Federal Extension Service.

Coordination of Home Economics Resident, Research and Extension Relationships in a Land-Grant Institution

The interrelationship of resident instruction, research and extension is essential within the functions and framework of the land-grant institution. The coordination of these functions is inevitable; it is an assigned and stipulated obligation.

The common purpose of home economics in the areas of resident, extension and research is the improvement of personal, home and family living.

⁴⁷Ralph W. Tyler, "Organizing a State Extension Research Program," Research in Extension--Summary of an Extension Research Workshop, p. 22.

Each area is interdependent upon the other two; therefore, the coordination of each is necessary within the organization and functions of the land-grant institution if the program is to be the most effective.

Different land-grant institutions employ different methods of coordinating relationships among the various areas of home economics. In some, the resident, research and extension staffs are housed in the same building. Staff in these institutions feel that this physical arrangement probably promotes the best relationship between areas because the set-up may make possible channels of communication which might not otherwise exist.

In some situations, where the staffs are not housed together, a close working relationship does exist between the areas. In August, 1957, the Land-Grant Home Economics Administrative Workshop,⁴⁸ which is held at intervals of four or five years, included participants from resident teaching, research and extension. It is significant that this is the first time representatives from all three areas were brought together for such a Workshop. The group discussed some of the procedures which were being used to effect good working relations between the areas. At one institution, the home economics personnel were located in various places on-campus as well as off-campus. An executive committee composed of the heads of each area meets frequently to discuss common objectives and problems. Also, all home economics personnel meet at least once each quarter to discuss common achievements and future plans.

⁴⁸ Grace Henderson, "Summary of the Interrelationship of Resident Instruction, Research and Extension," Administrative Management for Home Economics (Workshop Report), (American Association of Land-Grant Colleges and State Universities, August, 1957), pp. 73-75.

At another institution, annual meetings are attended by the staff in resident, extension and research areas. These meetings are designed to give the participant a review of the needs of the people in that state and to point out ways of meeting these needs through the services of the three areas.

One of the large land-grant institutions has one staff member in extension education that is housed with the resident staff. She is assigned a graduate assistant from the resident program, and the two work to coordinate the common interests in the two areas. An effective method of acquainting resident staff with the extension program, in this situation, has been to send one resident staff person from each department into the field for a full week during the regular term. This person spends this time with home demonstration agents.

A different situation exists at another large institution. All of the home economics staff, including those in resident teaching, research and extension, are housed in one building, by departments. Departmental meetings involve personnel from each of the three areas. Department heads have the responsibility for the resident, extension and research programs of their departments. Three coordinators, of resident instruction, of extension, and of research, meet each week with the administrator of the home economics unit to plan for cooperative activities and to work out common problems.

Regardless of the physical arrangement of the areas, several conditions should be present in order for the coordination of relationships between these areas to be most effective. O'Toole pointed out and discussed seven conditions which facilitate the successful achievement of coordination, namely:

1. Belief on the part of the staff in the merits of coordination and an intent to achieve an interrelated program through cooperative effort.
2. A favorable climate and atmosphere facilitates the desired inter-relatedness.
3. Satisfying interrelationship is achieved more effectively through clear cut channels of communication.
4. Effective interrelationships is achieved more satisfactorily and harmoniously when there are opportunities for joint decision-making, within each branch and between branches.
5. The interrelationship is facilitated when the organization is planned and developed so as to achieve specifically the desired inter-relatedness.
6. Cooperative working interrelationship is achieved most successfully when specific program plans are developed jointly.
7. The interrelationship makes possible desirable personal satisfactions and program achievements when good human relations is a strong ingredient in the process.⁴⁹

An effective program of interrelationships between resident instruction, research and extension is a requisite in the future. The Home Economics Development Committee of the American Association of Land-Grant Colleges and State Universities has pointed out that it is the responsibility of each land-grant institution to develop definite and specific plans for strengthening and enlarging the threefold approach.⁵⁰

Summary

Administrators and staff of the resident and extension areas of the land-grant institutions are becoming increasingly concerned about the

⁴⁹Lela O'Toole, "Interrelations of Resident Teaching, Research, and Extension," National Symposium on Home Demonstration Work (Report of Proceedings), Michigan State University, March, 1959, pp. 69-74.

⁵⁰Lela O'Toole, et al., Home Economics in Land-Grant Colleges and State Universities (Washington, 1960), p. 10.

training of extension workers through pre-service, graduate and inservice training programs. Rapid technological developments and socio-economic changes are making it necessary for extension personnel to participate in professional improvement. Several attempts have been made to identify the training needs of extension workers and to recommend effective pre-service, graduate and inservice training programs for extension personnel.

Concerning the undergraduate program, authorities seem to agree that:

1. A concerted effort needs to be made to inform students of opportunities in and requirements for home economics extension work.
2. The extension worker needs a broad background in fundamentals rather than concentrated training in a specialized field.
3. The basic preparation for extension workers is essentially the same as that for home economists in similar educational positions.
4. The curriculum provided for students interested in extension work should provide them with opportunity to:
 - a. develop an understanding of the basic principles in the natural sciences, the social sciences and the humanities and their application and implication to individual, family and community living;
 - b. develop an understanding of and ability in the means of communication;
 - c. develop an understanding of the basic principles in the subject matter areas of home economics and their application to all areas of living; and
 - d. develop an understanding of the philosophy, objectives, programs and teaching methods of the Cooperative Extension Service.
5. Experience in a county program should be available to qualified students interested in preparing for extension work.

The recognition of the need for graduate study has led to the establishment of graduate programs for extension workers at both the master's and doctoral levels in land-grant and non-land-grant institutions. Concerning the graduate program in Extension Education, authorities seem to agree that:

1. Extension Education is a distinct entity within the broad field of education.
2. Emphasis in graduate programs for extension workers should be more general in scope than the traditional graduate program. They should emphasize a flexible, individualized, interdisciplinary concept of education.
3. Extension workers should expect to meet the same standards for admission to graduate school and the policies, practices and standards that apply to other graduate programs.

There were differing opinions among authorities concerning the graduate research requirements for extension workers. Some advocated that research is an important aspect of the graduate program, while others strongly believed that it is one of the most important aspects.

Extension administrators advocate that if the organization is to be an effective educational agency, it cannot afford to neglect the induction training of new employees and continuous on-the-job training for all employees. The National Task Force on Cooperative Inservice Training and other extension educators have made recommendations concerning the inservice training program. Significant suggestions include:

1. The inservice training program should provide opportunity for the extension worker to remove deficiencies in his or her previous training and to continue in professional growth.
2. The training program should contain certain characteristics or criteria as outlined by the national group.
3. A well-developed induction training program should be provided for new personnel at all levels of the organization.
4. The training program should serve personnel at all levels of the organization and also the non-professional staff.
5. The training provided for personnel should fit the specific needs of those involved.
6. Continuous evaluation be made to determine the effectiveness of training activities and materials.

A comprehensive research and studies program in extension is considered essential by extension administrators to substitute facts for

unfounded beliefs, in making judgments, in improving operating procedures, and in improving programs and modifying and adapting teaching methods. Three national workshops have been concerned with identifying areas in which research and studies are needed. Some recommendations from the national groups and other authorities concerning the extension research and studies program include:

1. Those concerned with the program should have understanding and ability in the use of research methods and techniques from education and other social science areas to the problems of extension.
2. A group of resident, research and extension personnel of the institution serve in an advisory capacity to the extension research and studies program.
3. Areas in the major extension programs in which research and studies are needed should be identified and research initiated in these areas.
4. Results of extension research and studies conducted in-state, out-of-state, and at the federal level should be widely disseminated among extension personnel.

The common purpose of home economics in the resident, research and extension areas of a land-grant institution is the improvement of personal, home and family living. Each of the three areas is interdependent upon the other two and the coordination of each is necessary if the total home economics program is the most effective. Land-grant institutions employ different methods to coordinate relationships among the areas of home economics.

CHAPTER IV

PHILOSOPHY UNDERLYING HOME ECONOMICS EXTENSION IN HIGHER EDUCATION

In order for an individual to be effective in higher education, it is necessary that he have a functioning philosophy of education. Whatever an educator does with and for those he serves grows out of what he believes and what he does about his beliefs. At the beginning of this study the writer held certain beliefs in the areas of education, higher education, educational administration, research and evaluation which have been basic to this investigation. As a result of further reviewing of literature, conferring with administrators and staff in institutions of higher education, and other experiences, the writer's present beliefs evolved. This section of the study presents some of the writer's beliefs in the above-mentioned areas.

Education for Democratic Living

Throughout the educational field today, many people are talking and writing about education. Educators, students and lay people are defining it in different sets of words, but many are talking about that something which gives individuals the ideas and the tools with which they can better control their environment. It is regarded as preparation for life in our society and is concerned with the improvement of

present living. Trow defined education by saying that "education is essentially human development in a controlled environment."¹

Authorities have defined education as a process that involves the reconstructing, refining, and improving of the logic of one's behavioral growth with a purpose. Kilpatrick and his associates stated:

Real education humanizes man. It does so, however, not by moulding them into unthinkable acceptance of pre-established patterns, but by stimulating them to a continuous reconstruction of their outlook on life.²

Not only is education concerned with the individual, but also with the interrelationship of the society with the individual and of the individual with the society. Kilpatrick and his associates further stated that:

Education, as we conceive it, is a process of social interaction carried on in behalf of consequences which are themselves social--that it involves interaction between persons and includes shared values.³

Thus, education may be described as a social, interactive process which takes place within the individual and in the end results not only in changed behavior of the individual, but also in an improved social order.

After analyzing writings of some of the foremost authorities in the field of education, Scherick defined education. He pointed out:

. . . education is the reproductive part of a culture, the process of development in the immature of the skills, attitudes, appreciations, knowledges and understandings which constitute the culture and are therefore cherished by the mature members

¹William Clark Trow, Educational Psychology (2nd ed., Boston, 1950), p. 5.

²William Heard Kilpatrick, et al., The Educational Frontier (New York, 1933), p. 31.

³Ibid., p. 290.

of a group or society.⁴

Since our society is a democratic social order, the writer believes that the real purpose of education today is to teach people how to live in a democratic society. Although there may be disagreement as to ways in which democracy is achieved, few people in our country would challenge the concept that the good society is a democratic society. Scherick defined democracy as:

. . . a society (1) in which all persons are free (a) to control their own fundamental purposes, (b) to believe as they choose, and (c) to express their beliefs through available media of communications with legal impunity, and (2) in which a constitutionally stipulated majority of qualified voters imposes controls requisite to the establishment and maintenance (a) of the freedom of individuals and of groups within the state, (b) of the security of democracy and of the state itself, and (c) of efficiency where efficiency is obtainable only through state action and where efficiency is essential to the general welfare.⁵

The democratic society is one in which the growth and development of the individual is emphasized. The American Home Economics Association and its Committee on Criteria for Evaluating College Home Economics Programs pointed out:

Democracy as a way of living and working together is learned. Success in attaining it will come only as students see it in many different situations, understand its meaning, participate in its processes, and evaluate its attainments. It is essential, then, that every educational institution take the teaching of democratic ways of action as a major purpose and that it practice democratic ways of living and working with others, even as it teaches them.⁶

Thus, educational institutions should provide an individual with opportunities in which he can learn to solve problems of everyday living

⁴ Millard Scherick, Reconciliation in Educational Philosophy (Stillwater, 1959), p. 33.

⁵ Ibid.

⁶ American Home Economics Association, Home Economics in Higher Education (Washington, 1949), p. 12.

effectively and constructively.

The writer believes that the type of individual best suited for democratic living is one who believes in the worth of the individual, basic morality, law and order. He concerns himself with civic activities; however, he thinks for himself and is responsible for his actions. He is well integrated and understands the people and the problems in his community. He has ability to make decisions and is self-supporting.

The role of education in producing the kind of individuals required in a democratic society is dependent upon the interrelation of education and democracy. Institutions of higher education have taken a part in promoting democratic principles and values. Democratic action has directed these institutions in seeking to change the behavior of individuals to bring about a society capable of solving the problems which it faces. In this country, the aim of education has been universal with equal opportunity for personal development of individuals in every walk of life. Emphasis has been placed upon education of the masses.

Because of this underlying philosophy of education, the writer believes that an institution of higher education should assume major responsibility for educating the individual as a person, a family member, a citizen and a worker. It is also believed that institutions of higher education should assume responsibility for providing educational programs, not only for those in residence in these institutions, but for individuals and families who are not directly connected with such institutions.

Educators of today recognize that among the institutions of higher education, the land-grant institutions lead in developing an educational program which will more nearly meet the requirements of the philosophy

to which the writer has referred than some other type of institutions. It is recognized that educational philosophy is not achieved in every sense by all of the land-grant institutions, but it is believed that they achieve it more fully than traditional institutions, such as the liberal arts or denominational colleges, or the traditional university.

The agricultural-home economics extension program, one of the three major areas of a land-grant institution, has been most instrumental in providing an educational program for the masses in this country. It has been concerned with, as pointed out previously, the philosophy of helping individuals and families to help themselves.

As was pointed out in Chapter II, the primary objective of home economics is to strengthen family life through educating individuals for family living, improving the services and goods used by families, conducting research to discover the changing needs of individuals and families and the means of satisfying these needs, and furthering local, national and international conditions favorable to family living. In addition to these objectives, the writer believes that home economics in higher education should prepare leaders in the professional field of home economics.

The home economics extension program is a democratic educational program which is concerned with the development of the individual and his potential and with strengthening family living through helping families meet the problems being faced. The writer believes that this is one of the most effective programs devised to help families acquire the knowledge, experiences and understandings that will enable them to adjust to the changing socio-economic conditions in our society and in the world.

Educational Administration

The democratic process, whether in education or in innumerable other organizations in which it may be used, depends upon strong, sound leadership. The kinds of attitudes and activities of workers of an organization which demonstrate good administration require the exercise of democratic leadership.

Several authorities in administration and management have attempted to define democratic administration. The writer has come to believe, as does Tead, that democratic administration is:

. . . that direction and oversight of an organization which assures that aims are shared in the making, that working policies and methods are agreed to by those involved, that all who participate feel both free and eager to contribute their best creative effort, that stimulating personal leadership is assured, and that in consequence the total outcome maximizes the aims of the organization while also contributing to the growing selfhood of all involved in terms of clearly realized benefits. It means also that there is a periodic, orderly, shared review of control and of operating methods to assure that aims and methods, that leadership in action, and that the necessary preparation of good training are all continuing as agreed and as agreeable.⁷

A survey of the literature concerned with the administrative process reveals several words being used to describe the nature, elements, functions or forces essential in the process. During recent years, general concepts involving human relations, leadership and group processes have been linked with the process. The writer believes, as does Campbell and Gregg, that the administrative process is in actuality the major objectives of administrative behavior. The writer further agrees with Campbell and Gregg that there are seven components of the administrative process, namely: (1) decision-making, (2) planning, (3) organizing, (4)

⁷Orway Tead, The Art of Administration (New York, 1951), pp. 134-135.

communicating, (5) influencing, (6) coordinating, and (7) evaluating.⁸

The components are closely interrelated. As a group they make up the administrative process.

Decision making is the heart of the administrative process. McCamy pointed out that:

. . . the reaching of a decision is the core of administration, all other attributes of the administrative process being dependent on, interwoven with, and existent for the making of decisions.⁹

In a democratic organization, individuals affected by a decision have opportunity in formulating the decision.

Planning is a necessary component of the administrative process. Without planning, there is little meaning and effectiveness of activity. Recently, a yearbook of the American Association of School Administrators defined planning as:

(a) the definition and clarification of purposes and scope of operation; (b) investigation to reveal conditions affecting the achievement of purposes; (c) analysis to determine the meaning of the facts and to forecast effects of possible courses of action on achievement of purpose; and (d) decision making to set the course of the enterprise as indicated by the processes of purpose defining, investigations, and analysis.¹⁰

To be of most value, those persons who participate in the planning should have a part in formulating the planning procedure and the rules which will govern it.

In an effective educational organization there is need for long-term as well as short-term planning, individual as well as group

⁸ Roald F. Campbell and Russell T. Gregg, Administrative Behavior in Education (New York, 1957), p. 274.

⁹ James L. McCamy, "An Analysis of the Process of Decision Making," Public Administration Review, Winter, 1947, p. 41.

¹⁰ American Association of School Administrators, Staff Relations in School Administration (Washington, 1955), p. 17.

planning. There is need for the individual responsible for a particular segment of the plan to decide how he can best carry out his assignment.

A basic responsibility of an educational administrator is that of developing an organization which will result in the coordinated efforts of the staff in the accomplishment of the accepted educational purposes. An organization functions effectively when persons are able to communicate with each other and are willing to work cooperatively toward accomplishing a common goal. Barnard pointed out:

Organization, simple or complex, is always an impersonal system of coordinated human efforts; always there is purpose as the coordinating and unifying principle; always there is the indispensable ability to communicate, always the necessity for personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions.¹¹

In creating an organizational structure for cooperative work, most authorities in the field of administration agree that: (1) the central administration should be decentralized to increase responsibility at the operating level, (2) the hierarchal administrative structure should be flattened to permit those at the operating level to influence general policy decisions, (3) as many staff members as possible should be involved in setting goals and formulating policies, (4) small work groups, with definite responsibility for planning and effectuation of plans for defined areas of the program, should be established, (5) committees should be judiciously used in planning and coordinating the total program, and (6) advisory groups should be developed to assist the operating units.

Recently, communications has been recognized as a most important component of the administrative process. Communications is a process

¹¹Chester I. Barnard, The Functions of the Executive (Cambridge, 1938), p. 190.

of interaction among individuals. Without effective communications in an organization there can be no understanding or acceptance of a common purpose, nor can there be a coordinating of efforts contributing to that common purpose. Campbell and Gregg stated:

When communication in an organization is completely adequate, the organizational purposes are likely to be commonly understood and the members will tend to act in a cooperative and coordinated manner toward the accomplishment of the purposes. If communication is inadequate, purposes will probably not be thoroughly understood and individuals will tend to behave in a more or less independent and uncoordinated manner.¹²

Not only does effective communications enable staff to understand the purposes and job of their organization, but it also promotes their acquaintance and acceptance of each other.

The very nature of organization requires some system of control. This system of control is vested in authority which may be used to maintain the necessary order within the organization. However, the democratic administrator will use various types of influence to guide and coordinate the behavior of staff of the organization. Campbell and Gregg advocated that the test of administrative leadership is always the degree to which staff of the organization can be influenced to contribute spontaneous, ordered, and cooperative efforts to accomplish the mission of the organization. The administrator may utilize many ways of influencing such efforts as, (1) establishing organizational goals which are appealing to the staff, (2) capitalizing upon the personalities and leadership skills of all persons involved, (3) assuring that satisfactory personal experiences result from association in the organization, (4) providing information to all members who can make use of it,

¹²Campbell and Gregg, p. 294.

(5) developing organizational loyalties, (6) giving helpful suggestions and advice, (7) promoting the inservice growth and development of the members, and (8) exercising the authority which has been granted to the administrator and other status leaders.¹³

In any organization, coordinating the efforts of individuals and of groups into an integrated pattern directed toward a specific purpose is of extreme importance. The writer believes that the extent to which an administrator can stimulate staff to contribute effectively toward the accomplishment of established goals is the ultimate test of his competence. Campbell and Gregg stated that coordination of activities of staff may be facilitated by: (1) an appropriate administrative structure, (2) organizational charts and statements of duties and relationships of personnel, (3) written statement of policies, rules and regulations, (4) an adequate system of formal communication, (5) competent coordinating or liaison personnel, (6) councils or committees representative of personnel at different levels of the organization, (7) committees and/or work teams composed of staff with the same or related interests and problems, (8) written statements of plans and procedures, (9) curriculum outlines and bulletins, (10) handbooks for staff and other employees, (11) adequate records and reports, (12) informal associations of staff members, and (13) authority judiciously employed.¹⁴

Evaluation is an integral component of the total process of administration. It is through the use of both formal and informal evaluation techniques that the effectiveness of the total organization and of each

¹³Ibid., p. 303.

¹⁴Ibid., p. 311

of its parts may be determined. Evaluation in organizations and in educational programs will be discussed later.

Research in Home Economics Extension Education

In many institutions of higher education and in land-grant institutions in particular, research is considered to be an important function of the institution.

The writer believes that research is the life line to education. From it comes knowledge we choose to identify as facts or principles. Elvehjem described research as not the mere collection of facts, but the attempt of the human mind to order these facts into satisfying patterns.¹⁵ Personius defined research as ". . . the systematic study of a subject to discover facts and to establish principles and fundamental truths."¹⁶

Hovde pointed out that through research we can increase our knowledge, understanding and comprehension of man, nature and society. As a result of research, we will eliminate most of the evils which have plagued our world. He pointed out that research was a critical and exhaustive investigation which has as its aim the discovery of new facts; the revision of accepted theories, conclusions or laws in light of newly discovered facts; and/or the practical application of such new or revised conclusions.¹⁷

¹⁵C. A. Elvehjem, "From the Minds of Men to the Lives of People," Journal of Home Economics, XLIX (1957), p. 503.

¹⁶Catherine J. Personius, "Home Economics Research," Journal of Home Economics, XLV (1953), p. 157.

¹⁷Frederick L. Hovde, "The Importance of Research," Journal of Home Economics, XLVI (1954), p. 455.

In our constantly changing world, information is hopelessly lagging. Before the solution to one problem can be found another problem occurs. Various authorities have proposed arguments for the necessity of research in educational programs for their continued existence and future growth. Hovde presented a convincing argument by pointing out:

The substance of all education, both general and professional, comes from two sources--recorded experiences and research. Those segments of our educational enterprise such as engineering, science, medicine, and agriculture which maintain and support vigorous research programs, are constantly adding to their educational substance. Those which do not support research stagnate and lose the stimulation which always comes from new knowledge, better understanding, and the solution of problems which result in economic or social gains.¹⁸

Another way to recognize the importance of research is to consider what would occur if there were no research. A Director of an Agricultural-Home Economics Extension Service in one of the large land-grant institutions pointed out:

An extension program unsupported by accurate research is nothing more than a propaganda organization passing on the prejudices of one generation to the next.¹⁹

What this extension director said is as important for resident teaching as for extension, for both areas of the land-grant institution serve in an educational capacity, but to different clientele.

Home economics research differs from the research of other disciplines in the scope and area of its purposes. Stiebling stated:

. . . (Home economics) research is concerned (1) with extending knowledge and understanding in the various aspects of technical subject matter; (2) with acquiring the cultural or social and

¹⁸ Ibid.

¹⁹ Luther H. Brannon, "The Relationship of the Agricultural Extension Service and the Experiment Station," An Address presented to the Agricultural Research Seminar, Oklahoma State University, (December 14, 1957), p. 1.

economic data for program planning; (3) with bringing knowledge from other fields to bear upon the problems at hand; and (4) finally, with effective evaluation of our educational approaches and programs in relation to needs to be served by home economics.²⁰

Personius identified the purposes of home economics research as being threefold, namely: (1) to add to the sum total of knowledge contributing to improved home and family living, (2) to determine family needs and preferences and to interpret them to groups who help individuals and families meet their needs, and (3) to train research personnel.²¹

Since many of the principles basic to home economics comes from other disciplines, the writer believes that home economics research should be coordinated in all fields which have any affect on family life and that it should be coordinated with research in related fields.

The Cooperative Extension Service uses the methods of scientific investigation to solve its own unique problems. The writer believes that one of the major purposes of extension research is to provide basic facts for improving personnel and programs. Findings from extension research may be used to help solve problems encountered in administration, supervision, personnel training, organization, or in the processes of extension teaching, program planning and leadership development. New developments, programs, teaching devices, and other procedures are constantly taking place in youth and adult education. If the Extension Service is to keep abreast of these development, it must continuously

²⁰Hazel Stiebling, "The Role of Research in Obtaining the Social, Scientific, and Technical Information Required for Effective Home Economics Education". An Address presented at the Ninth International Congress on Home Economics, (June 29, 1958), p. 2.

²¹Personius, p. 157.

be concerned with new knowledge and facts and must seek to incorporate those in its regular program which have proved effective in actual field tests or which give promise of yielding results.

Evaluation in Education

Evaluation is recognized as an integral part of educational programs. Educators have been interested in evaluation for a number of years and have made considerable progress in developing and applying techniques for evaluating educational programs.

Various authorities have attempted to define evaluation. Remmers and Gage pointed out:

To evaluate is to ascertain the value or amount of, to appraise carefully. Evaluation assumes a purpose, or an idea of what is good or desirable from the standpoint of the individual or society, or both.²²

Dressel and Mayhew stated:

Evaluation is a process of placing judgment on educational activities. It proposes to clarify and redefine the objectives of the educational activity.²³

Continuous evaluation should be thought of as a necessary part of an educational program and not as a process within itself. It is concerned with four factors: (1) objectives, (2) experiences or activities which are likely to attain these objectives, (3) effective organization of these experiences or activities, and (4) determining whether or not the objectives are being attained.

The writer believes that evaluation is a continuous process which

²²H. H. Remmers and N. L. Gage, Educational Measurements and Evaluation (New York, 1955), p. 21.

²³Paul L. Dressel and Lewis B. Mayhew, General Education, Explorations in Evaluation (Washington, 1954), pp. 18-19.

involves the placing of value or appraisal of an activity or experience. The primary purpose of evaluation is to improve the effectiveness of goal achievement. It is a means for ascertaining how well the program or activity is achieving its designated purposes. By means of evaluation, strengths of a program can be determined and maintained, weaknesses can be identified and minimized, or eliminated.

In an educational program, the evaluating process shall involve all those individuals who are concerned with what is being evaluated. In a democratic society, general participation in the evaluating process is to be encouraged. The effectiveness of the evaluating process depends not only on the conclusions reached and the actions taken, but also on the nature of relationships between individuals which are developed in the process of evaluation.

Summary

Education is a continuous social, interactive process that involves the reconstructing, refining and improving of the logic of one's behavioral growth with a purpose. It is concerned with bringing about desirable changed behaviors such as developing ability to solve problems, acquiring knowledge, developing understandings, clarifying attitudes, developing interests, developing appreciations, developing creativity, and developing skills and habits in the individual.

The real purpose of education today is to teach people how to live more effectively in the society of which they are a part. In our country its purpose is to teach people how to live in a democracy. Although there may be disagreement among authorities as to ways in which democracy is achieved, few people in our country would challenge the concept that

the good society is a democratic society. It is a society in which the growth and development of the individual is emphasized. Democracy as a way of living and of working together is learned. It is essential then that the educational institution take the teachings of democratic ways of action as a major purpose and that it practice democratic ways of living and working with others.

Because of this underlying philosophy, the writer believes that an institution of higher education should assume major responsibility for educating the individual as a person, a family member, a citizen and a worker.

As changes take place in living conditions and in demands of society upon individuals, so must educational programs change. Educational programming is a continuous process which involves long-range planning and foresight. The most effective educational program which any institution of higher education can provide for those whom it serves is one which not only meets the individual and societal demands upon its clientele, but also one in which use is made of sound, current research. It is believed that this type of educational program will prepare individuals for living in our democratic society.

The writer believes that administration is a function that develops where personnel of an organization, working together to accomplish defined purposes, organizes its efforts and plans its working procedures to accomplish its objectives. The job of an educational administrator involves organizing, initiating and directing, to the end that the educational objectives are translated into the activities carried on by the organization. So viewed, administrative action is sound only to the extent that it is based on the cooperative endeavors of those involved

and on decisions which have resulted from shared deliberation. The privilege of sharing carries with it responsibilities. Therefore, the staff is obligated to share responsibility with the administrative officer before and after decisions are made.

Research is considered to be the lifeline of education. From results of research comes knowledge we identify as being facts or principles. It is considered important for the continued existence and future growth of educational programs.

The maintenance of high standards in educational programs and the improvement of these programs depends upon continuous evaluation. Evaluation is a process of systematic appraisal by which one determines the worth, value or meaning of something. In an educational program, this something may be the program itself, a method or approach used in a program, or a situation. Evaluation is a tool which facilitates effective decision making.

The ultimate goals of the evaluation process in an educational program is to increase the effectiveness of the program. Evaluation assists the educator by showing how much progress those served by the program have made toward their educational objectives. The process not only provides information about changes in behavior, but the benchmarks by which this progress can be determined. It also provides necessary information about situations for planning sound programs.

Because of these beliefs, the writer proposes that an educational program in higher education be based on: (1) purposeful behavioral growth of individuals being served by the institution, both on-campus and off-campus, (2) the needs of individuals and of society, (3) democratic principles and procedures, (4) sound, current research, (5) cooperative administrative action, and (6) continuous evaluation.

CHAPTER V

FINDINGS OF THE STUDY

A summary of the findings of the study is presented in this chapter. Data were collected through interviews with administrators and staff and through reviews of publications from six land-grant institutions, and from responses to questionnaires sent to administrators and staff in 14 other such institutions.

It was the belief of the writer that an analysis of the elements of a program and identification of the strengths and the suggestions for the further development of the program, as indicated by the administration and/or staff concerned with it, could provide the basis for (1) developing criteria which may be used in evaluating such a program in a land-grant institution, and (2) offering suggestions for the further development of the program in a large land-grant institution.

After reviewing literature concerning the programs included in this study and visiting with staff in the Division of Research and Training of the Federal Extension Service, the elements to be studied in each of the programs were identified. They became the framework for the interview schedules. They included: (1) the setting of the program, (2) the administration of the program, (3) the philosophy, purposes and objectives of the program, (4) methods and techniques used in carrying out the program, and (5) means of evaluating the program.

The writer visited the six selected land-grant institutions.

Interviews were held with administrators and staff involved in the programs and available materials were reviewed. A descriptive case study of each program studied was prepared and submitted to the administrator and/or staff for approval.

A questionnaire concerning each of the programs included in this study was developed. These included: (1) some general information about the program, (2) strengths of the program, (3) suggestions for the further development of the program, and (4) suggested criteria which might be used in the revision and further development of such a program. These were sent to selected administrators and staff in the group of 14 other land-grant institutions.

It was not the intent of the writer to evaluate the programs studied in detail in the institutions or by questionnaire. It was believed that this could best be done by those involved in the program. Administrators and staff interviewed and respondents to the questionnaire were asked to indicate what they considered to be strengths in and suggestions for the further development of the respective programs.

The following discussion presents a summary of the findings of the similarities and differences in the elements considered to be important in the program, and strengths and suggestions for the further development of each program. In the discussion, Group A refers to the land-grant institutions in which the program was studied in detail. Group B refers to the land-grant institutions in which the program was studied through questionnaire.

Undergraduate Program for Prospective Home Economics Extension Workers

The undergraduate program for prospective home economics extension

workers was studied in detail in six institutions in Group A: Iowa State University, Michigan State University, Cornell University, The Ohio State University, Oklahoma State University, and the University of Wisconsin. A descriptive case study of the program in each institution is presented in Appendix D.

Questionnaires concerning the undergraduate program were sent to the administrator of the home economics unit and to the state leader of home economics extension in 14 other land-grant institutions. Responses were received from 12 administrators of home economics units and 11 state leaders of home economics extension, representing 13 institutions. A summary of some of the findings of these questionnaires is presented in Appendix E.

Setting of the Program

Considerable similarity existed among the organization of the home economics units in Group A. In four instances it was a separate administrative unit within the institution, in the other two, an administrative area within agriculture.

Various undergraduate curricula in the subject matter and educational fields of home economics were offered by the units. These were organized in different ways, according to resources and staff available and needs for the curricula.

The over-all purposes or objectives of the total undergraduate home economics program served as a guide for the development of curricula offered by the unit. The home economics curriculum in five institutions was planned to provide for personal development, preparation for homemaking, and preparation for a career. Two of these stated an additional purpose, preparation for citizenship. The major purpose in the sixth

institution was preparation for a profession.

The Bachelor of Science degree requirements, with respect to credit hours and scholastic achievement required for graduation, were similar in the institutions in Group A. Three institutions were on a quarter system and required 192 to 196 quarter credits for graduation. The remaining institutions were on a semester system. Requirements for graduation in these ranged from 120 to 124 credit hours.

Five institutions were on a 4.0 grading system. Each of these required a minimum grade-point average of 2.0 for graduation; however, in three instances some home economics curricula required a higher grade point average. In the other institutions, a cumulative minimum average of 70 out of a possible 100 was required. (This basis was comparable to that used in the other institutions.)

In the institutions in Groups A and B, four major patterns were being used to prepare students for home economics extension work. These were:

1. A curriculum or major was offered in Home Economics Extension Education. (3 institutions in Group A; 5 institutions in Group B)
2. The Home Economics Education major was planned to serve students interested in extension and/or secondary teaching. (2 institutions in Group A; 3 institutions in Group B).
3. The General Home Economics major was planned for students interested in extension. (2 institutions in Group B).
4. A plan was incorporated in the various home economics curricula offered by the home economics unit through which students could prepare for extension. (1 institution in Group A; 2 institutions in Group B).

The three institutions in Group A that offered the curriculum in Home Economics Extension Education reported that few students pursued that study program. The reasons given for this were: (1) the State Cooperative Extension Service employed home economics graduates who had not taken the prescribed curriculum; (2) capable students were not encouraged

by their advisors to pursue study in the curriculum; and (3) the home economics student usually did not want to limit her employment opportunities to a single professional area. In each instance students could prepare for extension through curricula other than the one recommended in extension.

The institutions in Group A reported that no plans were being made to significantly change the type of program being offered for students interested in extension work. Two institutions were ready to reconsider their curriculum. One institution in Group B was planning to develop a professional Extension Education curriculum. A second institution in Group B was revising some professional education courses and making them common to the plans of study for students majoring in Home Economics Extension and in Home Economics Teaching at the secondary level. Institutions in Groups A and B reported that changes were being made to provide more flexibility and more appropriate learning experiences in the undergraduate curriculum.

Five institutions in Group A offered an undergraduate program designed to prepare agricultural students for extension work. In four of these, there was some connection between the programs for agricultural and home economics students interested in extension through the extension education courses available to both men and women. In one situation the connection was also through the field experience.

A Bachelor of Science or Bachelor of Arts degree in Home Economics from a recognized college or university was required for employment in extension in groups A and B. In an institution in Group A, it was preferable that the individual have majored in Home Economics Education rather than in a specialized area of home economics.

One response in Group B reported that scholastic achievement enabling the individual to enter graduate work was required for employment. Responses in Group A and B indicated that this was highly desirable, but not required. Two state leaders in Group A and four in Group B pointed out that preference was given to hiring prospective personnel who have had extension education courses, particularly the field experience.

Respondents in both groups A and B reported that preference was given to hiring extension workers who had outstanding 4-H club experiences.

Administration of the Program

In three institutions in Group A, an individual on a cooperative appointment with the home economics resident staff and the Extension Service provided some leadership in the development of the undergraduate program for extension workers. In two of these, the individual assisted with the extension inservice training program. In two situations, leadership in this matter was provided by an individual at the administrative level who assumed responsibility for the development of curricula offered by the home economics unit.

Resident, research and extension staffs had participated in varying degrees in curriculum development preparing for extension work in this group of institutions. They had served on curriculum committees or special groups which had defined the common requirements for all home economics students and/or had developed curriculum or majors in specific areas of study.

In one situation the Extension Committee on Training had a subcommittee which concerned itself with the undergraduate preparation of agricultural and home economics extension workers. This group of resident, research and extension staffs made recommendations to the resident

staff for the further development of the program.

Staff in two institutions had set forth general education requirements for a designated group of undergraduate students. In one situation this was for students enrolled in designated academic units. In the other, it was for all university students.

Philosophy, Purposes and Objectives of the Program

The philosophy underlying the undergraduate program in each institution in Group A supported the belief that the home economics student should be broadly prepared in general education, in all aspects of home economics and for a profession. The average home economics student in these institutions was interested in pursuing professional responsibilities along with homemaking. Because of this, she chose to be prepared professionally in a variety of closely related areas rather than one specialized area only. This was taken into consideration when planning curricula in each institution.

The educational situation and problems of the county home economics extension worker were considered to be closely allied to that of the home economics teacher at the secondary level. Many of the same educational experiences were considered important for both groups. However, if the student was interested in extension work, it was suggested that she have some experiences which would better prepare her for this type of work.

The purposes set forth for the program preparing individuals for extension work were dependent upon the type of curriculum offered. In those institutions in Group A where a curriculum or major in Extension was available, the purpose of the program was to prepare the individual for extension work with both the adult and youth aspects of the program.

In situations where the student interested in extension usually prepared through the home economics education area, the purpose was to prepare the individual as a home economist in an educational position.

Institutions in Group A had not specifically identified those competences considered important for home economics extension workers. In one situation the specific objectives of the home economics undergraduate program served as the basis for all curricula offered through the unit. In some other situations, those competences considered necessary for home economics teachers at the secondary level were considered applicable to and had implications for the pre-service training of extension workers.

Recruitment and Guidance of Students

In Group A, a variety of techniques were used at the pre-college and college levels to inform students of opportunities in and requirements for home economics extension work. Those reported being used were: (1) participation of extension personnel in orientation course for freshman and/or transfer students; (2) a brochure or leaflet; (3) a display case or bulletin board; (4) informal social events in which home economics students and resident and extension staffs participated; (5) participation of extension personnel in upper division classroom activities in home economics education area; (6) delegation of county personnel to recruit capable young people for extension work; (7) participation of extension personnel in student organizations, activities and events; and (8) exploratory meetings for agricultural and/or home economics students.

Various plans were in effect in the institutions in Group A concerning admittance into the curriculum through which the student prepared for extension work. In some instances the student was admitted at the beginning of the sophomore year and in others at the beginning of the

junior year. Grade-point requirements for being admitted to and continuing in the curriculum through which the student prepared for extension varied from 2.0 to 2.5 among the institutions.

In each situation in Group A an individual with knowledge and understanding of the Extension Service was available to advise students concerning preparation for extension work. This was either a full-time resident staff person, a full-time extension staff person, or an individual on a joint appointment with the resident and extension areas. The responsibilities of this individual varied from serving as the student's academic adviser to being available for supplementary advisement.

Plan of Study

An analysis of the curriculum of the home economics units in Group A revealed that each required a common core of non-home economics and home economics courses for all students enrolled in the undergraduate home economics program. The amount of this requirement varied from one institution to another, depending upon the organizational set-up of the home economics resident program and of the institution.

The required courses were designated in some situations. In others, the student had freedom to elect from designated areas. In the main, the courses were representative of the areas of the communication skills, social sciences, natural sciences and humanities. These requirements were planned primarily to contribute to the general education of the student.

A review of the home economics curriculum in the institutions in Group A revealed that each required a common core of home economics subject matter. In each instance, courses were representative of the

areas of clothing, foods and nutrition, family relations, child development, and home management and/or family economics. In one situation courses in the area of design and household equipment were a part of the common requirements.

The number of credit hours of the core requirement in home economics subjects varied from one institution to another. The organization and purposes of the home economics unit and of the institution, the staff and other resources available contributed to this. The common requirements were planned primarily to serve two purposes: (1) to contribute to the general education of the student, and (2) to contribute to the professional preparation of the student.

An analysis of the curriculum through which students prepared for extension work in the institutions in Group A pointed out that in four situations students took additional courses in the non-home economics area. These were usually in the areas of the physical and social sciences and communication skills.

The curriculum through which students prepared for extension work also required additional courses in the technical subject matter areas of home economics. On the whole, these additional courses were not planned for the student to develop specialization within an area. On the other hand, in some situations flexibility in the amount of electives and freedom to use these electives allowed the student to develop some degree of specialization in an area if she preferred.

Each program of study through which the student prepared for extension work either required or highly recommended some professional education courses. These were concerned with the areas of educational psychology, teaching methods and techniques.

Students preparing for extension work through the Home Economics Education curriculum or major in Group A had experiences in student teaching at the secondary level. In some situations they took additional courses in specific methods and techniques and in working with adults.

Extension Education Courses

Five institutions in Group A made available professional extension education courses to students interested in extension. In all situations these were also available to agricultural students. However, in some institutions where the courses were offered partially or solely in home economics, the agricultural students did not elect these courses.

These extension education courses were taught by an individual who had had experience in the Extension Service. In four situations, the individual was on a joint appointment with the resident and extension areas of the institution. In three situations the individual assumed some responsibilities for the graduate program in Extension Education for home economics extension workers; and in four, the individual assumed responsibilities in the inservice training program for extension personnel.

The number of extension education courses available in the institution was dependent upon the emphasis placed in the area in the undergraduate agricultural and home economics resident programs and the purposes of the courses. In some situations the courses were designed primarily for those students planning to enter extension work. In others, it was designed for informing home economics and/or agricultural students of extension, and not necessarily to prepare them as a professional person in the area.

An analysis of the course outlines of these courses revealed that in

the main they were concerned with: (1) the history, philosophy and purposes of the Cooperative Extension Service; (2) programs, both adult and youth of the organization; (3) principles and procedures of program planning; and (4) teaching methods and techniques of the organization. A limited number of the courses were concerned with the relationship of the extension organization to other agencies, leadership development, and evaluation principles and techniques.

Field or County Experience

An undergraduate field experience was available to home economics students interested in extension in four institutions in Group A. In three situations this was offered through a course, and in one situation it was offered through an employment experience.

The purposes of the experience varied from one situation to another. However, in most instances it served three major purposes: (1) to give on-the-job training to students interested in extension work following graduation; (2) to provide the student with opportunity to consider her interest in and qualifications for extension work; and (3) to provide the extension staff with one means of evaluating the student's personal and professional qualities for extension work.

There was some similarity in the criteria used in selecting the county to be used for the field experience. Consideration was usually given to those counties in which there was: (1) a good total extension program in progress; (2) good cooperation among extension personnel; (3) the home economics extension worker was interested in cooperating in the experience; and (4) the home economics extension worker had the ability to train students in such a program.

In each instance students were given some orientation for the field experience. The kind and amount given was largely dependent upon the educational background and abilities of the student before the experience.

Supervision of the experience varied among the institutions. In situations where the experience was offered through a course, it was considered highly desirable that the course instructor assume responsibility for the supervision of the experience. This meant that the instructor and supervisory staff had developed an agreement concerning the supervisory process.

Different methods were used to provide training for extension personnel who cooperated in the field experience. In some instances this had been done through special training sessions, in others through conferences.

Students participating in the experience in the four institutions were required to submit a report of the experience or a project relating to an activity in which she participated.

A variety of techniques were used to evaluate the field experience. The most common ones reported included evaluation forms which the student, county extension worker and supervisor responded to, and conferences between the county worker, student and/or supervisor, and conferences between the course instructor and supervisor.

In the situation in which an employment experience was offered, the student received a salary and expenses for designated extension activities. Of the students who had participated in the field experience, relatively few had entered extension work upon graduation.

A comparison of the Extension curriculum with the Home Economics Teaching curriculum was made in three institutions in Group A. This

revealed that there was considerable similarity in the non-home economics and home economics subjects required in the two curricula. Some similarity was evident in the professional education courses required in the two types of curricula. This was usually through courses involving educational psychology and methods of teaching.

Students From Other Countries

In the institutions in Group A, a limited number of students from other countries had prepared for extension work through an undergraduate degree program. Several had pursued work in this area on a special student basis.

Plans of study for such students were developed on the basis of the student's educational background and experiences and her future plans. Insofar as possible, attempts were made to provide experiences for her in one or more county extension programs.

Means of Evaluating the Program

Various means were used by the institutions in Group A to evaluate the undergraduate program for prospective home economics extension workers. The most common ones were the consideration of the common requirements in non-home economics and home economics subjects, the professional curricula offered by the home economics unit, and the on-the-job performance of recent graduates.

Strengths in the Program

Strengths in the undergraduate program which prepares students for home economics extension work, as recognized by resident administrators and staff and state leaders of home economics extension in institutions in Groups A and B, were:

1. Cooperative working relations exist between the resident and extension staffs which have resulted in joint planning and evaluation of the recommended program for extension workers.
2. An individual on a joint appointment with the resident teaching and extension areas provides leadership in developing curriculum for prospective extension workers.
3. Extension administrative and supervisory staffs are desirous to employ home economics graduates who have had undergraduate preparation for extension work.
4. Students have opportunity, through information and activities, to become informed about opportunities in and requirements for extension work.
5. The program of study recommended for extension workers provides the student with opportunity to study in a variety of areas and to develop a strong general education background in the physical, biological and social sciences, in the humanities, and in English.
6. The program of study recommended for extension workers provides the student with opportunity to develop a broad background in technical subject matter areas of home economics.
7. Students have opportunity to develop in ability to plan, organize and carry through activities.
8. Students can and usually do qualify for certification to teach home economics at the secondary level or some other professional work in addition to preparing for extension work.
9. The recommended program of study which prepares students for extension is flexible, allowing the student to study in more than one professional area and to pursue her own interests.
10. Professional extension education courses are available to students interested in extension work.
11. Extension education courses are open to both agricultural and home economics students. This gives each an opportunity to develop an understanding of the other program.
12. A well-planned, coordinated and supervised field experience is available to students interested in extension.
13. Students interested in extension work are advised concerning their program of study and experiences by an individual in the extension organization. This provides for personal attention to be given each student interested in extension.

Additional strengths in the undergraduate program as indicated by those interviewed in Group A were:

1. Students interested in extension have close contact with extension personnel.
2. Selection standards or criteria have been developed for admitting the student into the professional curriculum in Home Economics Extension Education.
3. Field personnel of the extension organization are involved in helping to recruit capable young people for extension work.
4. Special training is provided the county home economics extension workers involved in the field experience.
5. The home economics unit has a follow-up program with recent graduates. This provides opportunity for the former student to request additional help and assistance from the resident staff. Also, it provides opportunity for the resident staff to become better acquainted with problems being faced by personnel in the field.

Additional strengths indicated by respondents in Group B were:

1. Students have opportunity to develop an understanding of the learning process and skill in using various teaching methods and techniques.
2. Students have opportunity to develop judgmental ability and an inquiring mind.
3. Students have opportunity to work with students in many other disciplines. Sections of courses in the basic general education areas provided especially for home economics students are limited.
4. Home economics subject matter and teaching methods learned are based on sound, current research.

Suggestions for the Further Development of the Program

Suggestions for the further development of the undergraduate program which prepares students for home economics extension work, as indicated by resident administrators and state leaders of home economics extension in Groups A and B, were to:

1. Provide more opportunities at the pre-college and college levels for capable students and their parents to become informed about opportunities in and requirements for extension work.
2. Include more liberal or general education in the student's program of study.

3. Strengthen the social sciences, particularly in the areas of economics, psychology, sociology and rural sociology. (At present recent graduates are unable to see social implications.)
4. Strengthen the area of human development in the student's plan of study.
5. Provide more opportunity for the student to develop knowledge of the family and of the community, and an understanding of the interaction between the two.
6. Strengthen the area of communications--particularly journalism, speech, business letter writing, mass media techniques, etc.
7. Include more experiences whereby the student can gain increased understanding and ability in the management and decision-making processes.
8. Provide more opportunity for the student to develop understanding of the adult as a learner and ability in working with adults.
9. Increase flexibility in the recommended program for extension workers so that the student may have more electives and freedom in the use of electives.
10. Include, at the senior level, a course in which the student can develop an understanding of the role and responsibilities of a professional home economist and of professional ethics.
11. Provide a well-planned and effectively supervised field experience for capable students interested in extension work.
12. Provide training for county personnel who are involved in the field experience.
13. Place less emphasis on "formal" classroom teaching methods and more emphasis on informal teaching methods and techniques.
14. Provide more opportunity for the student to develop an understanding of the evaluation process and ability in the construction and use of evaluation devices.
15. Develop ways whereby the training provided for extension workers from other countries can be more meaningful to the individual in her own situation.
16. Provide more guidance for students in selecting electives.

Additional suggestions for the further development of the program as indicated by those interviewed in institutions in Group A only included:

1. Clarify the competences needed by extension workers and use this as a basis for planning curricula for this professional area.
2. Obtain scholarships specifically for undergraduate students interested in extension.
3. Provide means for assessing the student's competences and abilities in subject matter areas so that she may be placed in courses that are challenging to her.
4. Cooperate with other institutions in the state from which extension draws personnel on the planning of programs of study for students interested in extension work.
5. Help students to develop in ability to teach leaders who will be teaching others.
6. Develop more effective ways for providing learning experiences for students from other countries.

Additional suggestions for the further development of the program as indicated by respondents in Group B only were:

1. Develop a professional program for students interested in extension work.
2. Have a member of the extension staff on a joint appointment with the resident staff to advise and confer with students interested in extension work and to teach courses in extension education.
3. Encourage and provide opportunity for the extension staff to participate in the planning and evaluation of curricula offered by the home economics unit and that designed for preparing students for extension work.
4. Provide more opportunity for students to develop understanding of and ability in working with people, with community centered activities and with planning programs and activities with the participant.
5. Provide more depth in the areas of nutrition, consumer education, home management and family economics in the student's program of study.
6. Include experiences with adults in the home economics subject matter areas (example: clothing construction for the mature figure, food preparation for adults).
7. Include experiences with children in the technical home economics subject matter areas (example: clothing construction for children, planning a bedroom for a child).
8. Provide opportunity for the student to develop depth in a subject matter field of home economics, other than foods and/or clothing.

9. Upgrade the library facilities to make available to students more books, publications, and materials about and related to the Cooperative Extension Service.
10. Provide more opportunity for the student to increase in ability to use audio-visual aids and in leading discussions.

Graduate Program for Home Economics Extension Workers

The graduate program for home economics extension workers was studied in four land-grant institutions in Group A: Cornell University, Michigan State University, Oklahoma State University, and the University of Wisconsin. A descriptive case study of the program as it existed in these four institutions is presented in Appendix F.

A questionnaire concerning the graduate training of home economics extension workers was sent to the state leader of home economics extension in 14 states. Returns were received from 11 respondents. A summary of these responses can be found in Appendix G.

Setting of the Program

Of the four institutions in Group A, each offered a major in Extension Education at the master's level, two offered a major at the doctoral level, and one offered a minor at the doctoral level. The types of degree offered in each situation was dependent on the organization of the total graduate program of the institution.

Various organizational set-ups had been established for the supervision and administration of the program. In three situations this was done either directly or indirectly through the resident home economics and agricultural areas. In the other situation, it was done through the education area. In one situation a special academic unit had been established. This was a joint effort of the resident areas in home

economics and agriculture and the Cooperative Extension Service. At another institution, a program had been established, at the national level, to provide training opportunities in supervision and administration.

The number of home economics county workers, subject matter specialists, and supervisory and administrative personnel who held degrees at the master's and/or doctoral levels in the situations in Group A and B varied. Also, the location of the institution and the field in which graduate work was pursued varied in the two groups. A summary of this variation may be found in Appendix G.

Administration of the Program

Each institution in Group A had developed a plan for administering the program which best suited the needs of the program. In each situation one or more individuals who had had experience in the Extension Service had been designated to provide leadership in the over-all direction of the program. In some situations, this individual (or individuals) had a cooperative appointment with the resident and extension areas of the institution.

In three of the four situations, a group served in an advisory capacity to the program. In one situation this was the graduate committee of the home economics unit, in another it was the graduate committee of the resident home economics and agricultural areas. In the third situation, a national committee and a local committee had been appointed to advise concerning the special program established at the national level.

Philosophy, Purposes and Objectives of the Program

The underlying belief of the graduate program for extension workers

in the institutions in Group A varied with the emphasis of the program. In some institutions, emphasis was placed upon the extension worker as an educator. In one situation, emphasis was placed on the worker as an administrator or supervisor. Regardless of the emphasis of the program in the institutions, it was designed to help the extension worker to meet her unique, changing educational needs. Each stressed, in varying degrees, a flexible, individualized, interdisciplinary concept of education.

Insofar as resources and requirements of the institution permitted, the student's plan of study was "tailor-made" to fit her own needs. The plan was developed on the basis of her professional interests, educational background, experiences and probable future work.

The purpose of the graduate program in these four institutions was to provide opportunity for the individual to develop leadership and to improve her effectiveness as an extension worker.

Two institutions in Group A had developed goals, objectives or desirable competences to be achieved or developed by the extension worker at the graduate level. These served as a guide for the graduate program.

Informing Extension Workers of Opportunities for Graduate Study

In three of the four institutions in Group A, some concerted effort had been made to inform extension workers of the graduate program. The techniques used involved preparing information about the program and making it available to home economics county and central office staffs in the state, in nearby states and/or at the national level.

At one institution, fellowships were specifically available to extension workers who pursued studies in a designated area. At all

institutions, students could compete for teaching and research assistantships and fellowships available to other graduate students.

Requirements for Admission to Graduate Study

Each institution in Group A had developed specific requirements for admission to graduate study at the institution. These served as the basis for admitting the student to graduate study in Extension Education in the respective programs.

In all situations, the individual pursuing graduate study in Extension Education was required to have some successful experience in the Extension Service or other similar educational agency.

In one situation, doctoral candidates were expected to have scores from designated tests submitted to the graduate school.

Guidance and Advisement of Students

In three of the four institutions in Group A, the student pursued studies under the direction of a major adviser and a graduate committee. In some instances the adviser and committee member were selected by the student, in others they were designated.

The responsibilities of the graduate committee varied; however, they usually assisted the student with planning her program of study, advised concerning the research project and administered examinations.

In the other situation, an individual had been designated to serve as academic adviser to students pursuing graduate work in Extension Education. If the student were involved in a research project, a committee was appointed to serve in a guiding capacity concerning the research.

The advisement of graduate students concerning personal as well as

academic problems was considered to be an important aspect of the graduate program, but one to which very little attention was being devoted.

Requirements for the Degree

Each institution in Group A had developed specific requirements for the degree or degrees offered. These were in accordance with, or in addition to, regulations of the total graduate program of the university. In addition to the major field of study, some institutions required that the individual designate a minor field at the master's level and two at the doctoral level.

Considerable similarity existed among the credit hours, grade-point, and examination requirements for the master's and doctoral degrees, and the language requirement for the Doctor of Philosophy degree.

At the master's level, three of the four institutions allowed the student to transfer a designated number of credits from other accredited graduate schools and to take work at off-campus graduate centers. The other institution considered study in residence at the university as being essential.

The two institutions offering the doctoral degree had formulated requirements concerning resident requirements. These allowed the student to transfer some graduate work, particularly that taken at the master's level.

Plan of Study

In keeping with the underlying philosophy of the graduate program in the institutions in Group A, the student was usually given considerable freedom in developing her plan of study. Her educational background, experiences, professional interests and future goals were considered when

developing the plan. In some situations, suggestions were given concerning the distribution of credit hours among general education, professional education, home economics subject matter and other areas,

Extension education courses were or had been available in each of the four institutions. In two situations no specified core of such courses were included in each student's plan of study; however, because of the emphasis of the graduate program, some courses were common to each student's plan of study. In one situation a series of three seminars, or a course equivalent to the seminars was a common requirement of each student's plan of study. In the fourth situation, a group of extension education courses or designated courses in the field of home economics education were included in each student's plan of study.

Requirements involving courses in research methods and techniques, evaluation, research design and statistics varied among the institutions. This was usually dependent upon the research requirement for the degree.

In one institution, the student was required to participate in an orientation seminar for graduate students in home economics. In this emphasis was placed in the further development of understandings and appreciations relating to the scope and development of the different aspects of home economics, and current programs and needs in research.

Extension Education Courses

The number of extension education courses available to home economics extension workers in the institutions in Group A varied. In one situation, courses in extension education were not then available and designated courses in the field of home economics education were substituted.

The content and emphasis of the available extension education courses

varied. This was dependent upon the major emphasis of the graduate program in Extension Education and other available courses and resources of the institution.

In each situation, the extension education courses were taught by an individual who had knowledge and understanding of the Cooperative Extension Service. In some situations the course instructor had had experience in the Extension Service. In some institutions, the instructor had a cooperative appointment with the resident and extension areas of the institution.

Research Requirement

In some institutions in Group A, the master's candidate was required to do significant research, while in others she submitted a substantial written report or problem dealing with some aspect of home economics extension work. The difference in this requirement was dependent upon the underlying philosophy of research in the respective graduate programs.

In the two institutions offering a major in Extension Education at the doctoral level, the student was required to submit an acceptable research problem in accordance with the requirements.

Directed Field Study

One institution in Group A required the candidate for the Doctor of Education degree to participate in a field study experience. This was planned by the student and her supervisor or employer, and approved by her graduate advisory committee.

Requirements concerning the planning, execution and evaluation of the study had been specified in accordance with regulations of the graduate school.

Joint-Major Programs

One institution in Group A had developed a joint-major graduate program in Extension Education and a subject matter field in home economics.

Students From Other Countries

In each institution in Group A, students from other countries had pursued graduate work at the master's and/or doctoral levels in Extension Education. At one institution a special project for such students in this area had been established.

The plan of study for such students was usually based upon the individual's background, professional training and experiences and future work. Some efforts were being made to help the student to adapt experiences and learnings in her own situation.

In some situations, special experiences with county extension programs were planned, insofar as time and resources permitted.

Means of Evaluating the Program

By and large, the evaluation of the graduate program in Extension Education had been done on an informal basis in the institutions in Group A. However, in one situation an analytical and objective evaluation of the program had been conducted by a well-qualified individual in the field of evaluation.

The three methods most commonly used for evaluating the program were: (1) asking students to evaluate the extension education course in which they were participating; (2) considering the job performance of former students in the program; and (3) consideration of the program by the resident home economics and/or agriculture area graduate committee.

Strengths in the Program

Strengths in the graduate program for home economics extension workers as recognized by resident administrators and staff involved in these programs and the state leader of home economics extension in the institutions in Group A and the state leader of home economics extension in Group B were:

1. Extension Education is recognized as a distinct entity in the broad field of education.
2. The graduate program embraces a flexible, individualized, interdisciplinary concept of education.
3. Students are permitted to develop and carry out their own goals.
4. Students are involved in courses with students from other disciplines and home economists from other professional areas.
5. Students have opportunity to study and associate with recognized individuals in subject matter areas and in extension.
6. Research is included as a significant aspect of the graduate program.
7. Opportunities are provided whereby the student can receive ample advising concerning her program of study before and during the study period.

Additional strengths in the graduate program as indicated by those interviewed in Group A included:

1. The institution has designated a major area, or a major group of extension workers, to which it will give specific attention.
2. Students are required to have experience in the Cooperative Extension Service or other similar educational program before pursuing graduate work in the area of Extension Education.
3. Financial assistance is provided graduate students through assistantships, fellowships and research grants.
4. The student has freedom to do research on current problems.
5. General education opportunities are available to the graduate student through the facilities of the university.
6. The institution has a follow-up of former students in the graduate program in Extension Education.

Additional strengths indicated by state leaders of home economics extension in Group B were:

1. The experiences in the graduate program strengthen, or build upon, the individual's understandings and abilities in the areas of evaluation, group dynamics, leadership, etc.
2. Extension workers pursue graduate work at institutions other than the one from which they receive the baccalaureate degree. (In this particular situation, this is an institutional policy.)

Suggestions for the Further Development of the Program

Suggestions for the further development of the graduate program for home economics extension workers, as indicated by resident administrators and staff involved in these programs and the state leader of home economics extension in the institutions in Group A and the state leader of home economics extension in Groups A and B, were:

1. Clarify some of the desirable competences to be developed by the extension worker at the graduate level.
2. Obtain more scholarships and fellowships for extension workers pursuing graduate work.
3. Develop more effective means of assessing the competences of graduate students at the beginning of their graduate work.
4. Provide more guidance and advisement of graduate students with respect to personal and family problems encountered and with their research problems.
5. Provide the student with more opportunity to include anthropology, sociology, psychology and social psychology in the study program so that the student can develop more understanding of individual and group behavior.
6. Identify over-all research area or areas for which the program at a particular institution will be concerned and provide students an opportunity to contribute to the research.
7. Provide opportunity for students who pursue work in a subject matter area to include courses in extension teaching methods and the social sciences in their programs of study.

Additional suggestions for the further development of the graduate program, as indicated by those interviewed in the institutions in Group A,

were:

1. Improve library resources in order to make available to students more books, publications and materials about and related to the Cooperative Extension Service.
2. Develop more effective means for determining the background of extension workers from other countries, advising them, and helping them to adapt their experiences and learnings to their own situation.

Additional suggestions for the further development of the program, as indicated by respondents in Group B, were:

1. Provide a professional degree program that offers breadth in experiences and one that includes a number of related fields.
2. Include more courses concerned with basic principles in such areas as extension programming, teaching methods, evaluation, etc.
3. Include work in administration and supervision in the student's program of study. (This would help to broaden understanding of responsibilities of supervisors and administrators and also opportunities in the Extension Service.)
4. Provide opportunity for out-of-state students to have contact with the home economics extension program in the state in which they are studying.

Inservice Training Program for Extension Personnel

The inservice training program for agricultural and home economics extension personnel was studied in detail in four Cooperative Extension Services in the institutions in Group A. These were: Iowa, Michigan, Ohio and Oklahoma. A descriptive case study of the program in each situation is presented in Appendix H.

A questionnaire concerning the inservice training program was sent to the administrator of the Cooperative Extension Service in 14 other states. The administrator or individual designated responsibility for the inservice training program was asked to respond to it. Responses were received from 12 respondents. These are summarized in Appendix I.

Setting of the Program

The four Cooperative Extension Services in connection with the institutions in Group A were located in large land-grant institutions. The administrative and supervisory plan in each situation varied according to the organization of the respective Service.

Administration of the Program

In each situation in Group A, a member of the administrative staff and/or a staff member directly responsible to the administration assumed responsibility for and/or provided leadership in the planning, executing and evaluating of the inservice training program. This was also the picture in 11 of the 12 situations in Group B.

Some of the more specific areas of responsibility assumed by those designated responsibility for this program in Groups A and B were: (1) determining training needs of personnel, (2) preparing and organizing training materials, (3) obtaining staff and other resources for training activities, (4) planning training activities for new personnel, (5) planning training activities for experienced personnel, (6) conducting training activities dealing with extension methods, procedures and policies, (7) coordinating training in subject matter areas, and (8) evaluating the effectiveness of training activities.

In three situations in Group A and several in Group B, the individual or individuals providing leadership in the inservice training program assumed some responsibilities in the undergraduate and/or graduate program for extension workers. They usually taught courses in the area of extension education at the undergraduate and/or graduate levels. In some situations they served as adviser to undergraduate students interested in extension work and to extension workers pursuing a graduate degree.

In three situations in Group A, an advisory committee served in a coordinating and guiding capacity to the training program. This group was appointed by the extension administration. In one situation the group was composed only of extension personnel. In the other two, it was composed of representatives from the resident and research areas of home economics and agriculture, and personnel from all levels of the extension area. The organization and responsibilities of the advisory committee varied among the three situations, depending upon the delegated functions and role of the group.

In the fourth situation, a task force representing various levels of the extension organization was appointed by the extension administration, when advisable, to review the training program and to make recommendations to improve its effectiveness.

Philosophy, Purposes and Objectives of the Program

Administrators of Cooperative Extension Services pointed out that new advancements are continually being made in agriculture, home economics and related areas as well as educational methods used by and applicable to the extension organization. Clientele being served by the organization is changing in such areas as needs, interests and socio-economic conditions. The educational level of those being served is constantly rising.

Because of these conditions, the administration of the Cooperative Extension Services in Group A believed that there should be built into the organization means whereby personnel can keep up-to-date on teaching methods, policies and subject matter of the agency. The administrators believed that it was the responsibility of the agency to provide some opportunities whereby its personnel could develop further competence in

working with the clientele it serves.

On the basis of this underlying philosophy in the four situations in Group A, the purpose of the inservice training program was to provide opportunity for extension workers, particularly field personnel, to develop professionally on the job. It was designed primarily to help the individual to develop increased competence in educational methods and technical subject matter.

Three situations had outlined objectives, goals or major areas of concern for the inservice training program.

Identifying Training Needs of Extension Personnel

In the situations in Group A, four sources were usually used for determining an employee's training needs. These included: (1) the job that needs to be done, (2) the background and abilities of the individual, (3) recognition by the individual of the training he needs, and (4) the performance of the individual on the job.

The supervisory staff was considered to be an important means for identifying training needs of personnel. They often pointed up the needs of staff in their supervisory area.

A second important means for identifying training needs is a long-time professional improvement plan. In each situation in Group A such a plan was either required or considered highly desirable.

The professional improvement plan usually included a record of the individual's previous educational experiences and plans for further experiences in either graduate or non-graduate work. In some situations, personnel were asked to indicate any area of training which they felt was needed.

Training for New Field Personnel

In each situation in Group A, an organized induction training program for new field personnel had been developed and was in progress. In Group B, 10 of the 12 Extension Services reported such a program.

The purpose of the training for new field personnel was basically threefold: to help the new extension worker (1) to develop an understanding of the Agricultural-Home Economics Extension Service, (2) to develop a philosophy of extension work, and (3) to solve some of the problems which he is facing.

Six major induction training activities for new field personnel were being used in Group A. Some of these activities were being used by all of the Extension Services and some by only one or two. The activities and number of situations in which each was used included: (1) on-the-job induction training in a county (4 situations); (2) induction training school or conference on the university campus (4 situations); (3) personal contact with extension administrative, supervisory and subject matter personnel, (4 situations); (4) special study projects (2 situations); (5) workshops dealing with program development (1 situation); and (6) workshops dealing with basic communications (1 situation).

Training for Experienced Field Personnel

In each situation in Group A, some inservice training was provided for experienced field personnel. In some situations this aspect of the total training program was more organized than in others. Eight of the 12 Cooperative Extension Services in Group B reported having organized training for experienced field personnel.

The major purpose of this aspect of the training program was to provide opportunity for the extension worker to keep up with changes in

programming and policies of the organization and with developments in technical subject matter in agriculture, home economics and related areas,

The major activities through which training was provided for this segment of the extension personnel were: (1) annual or bi-annual extension conference, (2) district or area conferences devoted to training in extension teaching methods, (3) district or area subject matter training schools or workshops, (4) refresher training sessions, such as farm and home development, communications, etc., (5) courses at continuing education centers of the university, and (6) special study projects.

Inservice Training for Central Office Staff

Inservice training activities for new central office personnel varied among the four institutions in Group A. In some situations a concerted effort was made to provide induction training activities for new subject matter specialists and supervisory and administrative personnel. In other situations, little effort was made.

In each instance in Group A, if a new worker had not had previous experience with the extension organization, he spent some time in training activities at the county level.

Of the 12 institutions in Group B, two reported providing organized induction training for new subject matter specialists, three reported such training for new supervisory personnel, and one reported having induction training for new administrative personnel.

Training for Clerical Personnel

In each situation in Group A, inservice training had been provided clerical workers in county extension offices. This had been provided through a series of district and/or state-wide conferences.

Training provided for clerical workers was planned to serve two purposes: (1) to acquaint them with the total extension program, at the county, state and federal levels, and (2) to help them develop competence in public relations, communications and general office management.

Research in the Training Program

Two situations in Group A had been concerned with research in the training program. In one situation such research involved evaluating the effectiveness of various training activities by determining changes in knowledge and attitudes of the extension employee as a result of training provided by the organization.

In the second situation, research and studies which had had some direct or indirect bearing on the extension program had been conducted. Findings of studies involving the role of the county agent chairman and the county extension advisory committee were used as a resource for planning inservice training in these two areas.

In the latter situation, the doctoral research project of an individual providing leadership in the inservice training program contributed to identifying training needs of extension personnel.

Means of Evaluating the Program

In each situation in Group A, evaluation of the training program had been done only on an informal basis. Some of the means used to evaluate the program were: (1) consideration of the program by the training committee or other advisory group, (2) an opinionnaire, post-training reaction sheet or other type of evaluation device administered at the close of a training activity, (3) objectively measuring changes in

knowledge and attitude of personnel, and (4) reports of changes in job-performance of personnel.

Strengths in the Program

Strengths in the inservice training program for agricultural and home economics extension workers, as recognized by administrators and staff involved in these programs in Cooperative Extension Service in Groups A and B, were:

1. The extension administration believes in the importance of the training program and provides resources for carrying out the program.
2. A well-trained, competent individual, or group of individuals, has been delegated responsibility for providing leadership in the inservice training program at all levels of the organization.
3. A state committee on training, representing resident and extension areas and all levels of the extension area, serves in an advisory capacity to the program.
4. The real responsibility for training is vested in the individual responsible for the work of another individual.
5. The attitude of extension workers at all levels of the organization is generally favorable toward inservice training.
6. The resident personnel cooperate closely with extension personnel in planning and carrying out the inservice training program.
7. Attendance at some training activities is not "required", but training is provided on an optional basis.
8. The training provided is fitted to the special needs of special groups of personnel.
9. The training activities are well-planned and organized.
10. The inservice training program ties into the pre-service training of extension personnel.
11. An organized induction training program is held for new field workers before they actually begin on the job, and intensive training is also provided during the early part of the employment period.
12. Close coordination exists between inservice training and formal graduate training for extension workers.

13. Both subject matter and extension educational methods are included in the training provided for personnel.
14. Considerable emphasis is placed upon training in basic oral, written and visual communications.
15. The Extension Service makes it possible for and encourages staff to participate in professional improvement activities at the graduate level by providing leave and some travel and subsistence expenses.
16. Off-campus credit and non-credit courses in subject matter and teaching methods are provided field personnel.

Additional strengths in the inservice training program, as indicated by these interviewed in Group A, were:

1. An official policy has been developed by the administration concerning the inservice training program.
2. A good working relationship exists between the individual designated to provide leadership in the training program and the administrative and supervisory staffs.
3. Individuals responsible for the training program have some connection with the undergraduate and graduate programs for extension personnel.
4. An interdisciplinary approach is used in the training program.
5. The objectives of the total training program and the various aspects of the program have been defined and clarified.
6. Special inservice training is provided the supervisory and administrative staff.
7. Special inservice training is provided the clerical workers at the county level.
8. Training provided is "problem centered" and the activities are structured on an informal basis to get constant feedback from the participants.
9. Training provided in subject matter and extension methods is concerned with providing "depth" in the areas covered.
10. Research, studies and evaluation are a significant part of the inservice training program.

Suggestions for the Further Development of the Program

Suggestions for the further development of the inservice training

program for agricultural and home economics extension workers, as indicated by the administrators and staff involved in these programs in Groups A and B, included:

1. Provide for both home economics and agricultural trained personnel to give leadership in the inservice training program.
2. Involve more non-extension personnel in teaching in the training activities.
3. Provide more coordination of training activities within the Extension Service.
4. Coordinate training with changes in program emphasis.
5. Become involved in more long-range planning for the total training program.
6. Develop specific objectives for the training program which will serve as a guide for planning training activities.
7. Develop more effective means for determining training needs for individuals in the organization.
8. Help extension personnel to develop a better appreciation of the function of training in program leadership.
9. Provide more training for county staff in methods of presenting certain types of subject matter.
10. Develop training guides and other materials needed in the training program.
11. Provide orientation training for new specialists so that they can understand their role and the role of other personnel in the total extension program.

Additional suggestions for the further development of the inservice training program, as indicated by those interviewed in Group A, were:

1. Give more attention to the training of new workers and develop a more effective induction training program for this group.
2. Include basic principles and depth in the training in subject matter and in teaching methods rather than the specifics.
3. Provide training for central office staff in extension teaching methods and communications.
4. Eliminate as much as possible overlapping or duplication of pre-service and graduate training in the inservice training program.

5. Work more closely with those involved in the training of new personnel, particularly trainer agents who work with new field staff.
6. Expand off-campus training program with credit and non-credit courses, particularly in the social sciences.
7. Develop more effective means for evaluating the total training program and the various aspects of the program.

Additional suggestions for the further development of the inservice training program, as indicated by respondents in Group B, were:

1. Organize a state committee on training to be advisory to the training leader and to the training program.
2. Devise effective methods of training to be used in addition to the traditional training conference.
3. Determine training needs by objective devices, such as examinations, and not by popular demand or personal desires.
4. Consider the plan of work of field personnel and use it in arriving at suggested training areas.
5. Place more emphasis on training to carry out specific programs and less for general professional improvement.
6. Provide more intensive training for new field personnel in how to work with others, and teaching methods and techniques of the Cooperative Extension Service.

Extension Research and Field Studies Program

The extension research and field studies program was studied in detail in two Cooperative Extension Services in Group A: Iowa and New York. A descriptive case study of the program as it existed in these two situations is presented in Appendix J.

A questionnaire concerning this program was sent to the administrator of the Cooperative Extension Service in 14 other states. The administrator or individual designated responsibility for the research and studies program was asked to respond to it. Returns were received from 12 respondents. These are summarized in Appendix K.

Setting of the Program

The two Cooperative Extension Services in Group A were located in large land-grant institutions. Their administrative and supervisory organizations functioned according to the organizational plan of the respective Service.

Administration of the Program

One or more individuals in the Services in Group A assumed responsibility for the extension research and field studies program. In one situation, an individual on a cooperative appointment with the resident, research and extension areas of the institution provided leadership in this area. In the second situation, two professional extension workers devoted full-time to the extension field studies program. In each situation the personnel involved had had training and experience in the social science areas.

An administrative policy or understanding had been developed concerning the extension studies program in the situations in Group A. In each instance, the program and personnel served in a staff capacity to the total extension program. Those responsible for the program were administratively responsible to the extension administration.

The extension research and studies staff in Groups A and B reported that they provided leadership and coordination in evaluation, studies and research designed to improve programs, policies and procedures of the extension organization. Responsibilities assumed by personnel in this area included the following:

1. Help to determine needs for studies and to advise the extension administration concerning needed studies and resource allocations.
2. Plan, carry out and summarize studies at state, district or county levels.

3. Initiate field studies within the state and obtain proper clearance for these studies from the Bureau of the Budget.
4. Assist state and county personnel in designing, conducting and/or supervising, and summarizing studies in certain areas.
5. Develop evaluation devices to be used for designated extension programs and activities.
6. Coordinate extension studies with research being done through the experiment station.
7. Develop proposals for projects coordinated through the Federal Extension Service.
8. Work with Federal Extension Service staff on cooperative projects.
9. Review extension studies from other states and the Federal Extension Service and make available pertinent findings to the appropriate personnel.
10. Assist with extension training activities involving training in evaluation, research methods and techniques.

One individual assuming responsibility in the extension studies and research program in Group A and several in Group B reported that they were on a joint appointment with the extension and resident and/or research areas of the institution. They indicated that they also advised graduate students in Extension Education on research projects and taught classes or conducted seminars concerned with research methods and research techniques.

The two extension organizations in Group A had an advisory committee to the extension research and studies program. In each case, this committee was appointed by the administration and included extension personnel from all levels of the organization, as well as resident and research personnel.

Philosophy, Purposes and Objectives of the Program

The administration in the Extension Services in Group A indicated that they believed that a continuous study of the clientele being served

by the organization and of the effectiveness of the program of the organization was essential to the further development of the total program of the Extension Service. The administrators pointed out that there should be built into the organization means for appraising the various aspects of the extension program and for pursuing new programs.

It was on the basis of this underlying philosophy that the purposes of the extension research and field studies program were to provide leadership and guidance in appraising the aspects of the existing program, and to provide guidance for the further development of the total extension program.

Methods Used to Conduct Extension Research and Field Studies Projects

One organization in Group A had developed criteria to be used in the allocating of funds and staff for extension studies. In the main, data for extension studies were collected by extension personnel, graduate students, cooperators or professional interviewers, depending upon the project.

Training county staff and inexperienced interviewers in research methods and techniques to be used in a particular study was done by staff in the extension research and studies program, or other designated competent central staff members.

Extension Research and Studies Projects Underway

A variety of research and studies projects were being carried on by the Extension Services in both Groups A and B. These could be categorized into three broad general areas: (1) studies of the Extension Service as a public agency; (2) studies of the effectiveness of the extension program; and (3) studies of the situation and clientele

served by the organization. Some of these were projects in which the Federal Extension Service was cooperating, others were projects involving the entire state or an area or country within the state.

Means of Evaluating the Program

In the two situations in Group A, the extension research and field studies program had been evaluated on an informal basis by the advisory committee to the program.

Strengths in the Program

Strengths in the extension research and studies program, as reported by administrators and staff in Groups A and B, included:

1. The extension administration has a favorable attitude toward and an understanding of the extension studies program and is willing to participate in its further development.
2. Competent individuals are providing leadership in the extension field studies program.
3. Field personnel are becoming increasingly aware of the importance of extension studies and research in their own situation.
4. Cooperation exists among specialists, agents and others in determining the need for certain studies and the planning and conducting of them.
5. Extension studies are based on sound research methodology.
6. Efforts in the extension studies program have been devoted to "operational research" which tends to provide facts for decision-making.
7. Studies conducted have been concerned with the extension organization as an educational agency.
8. Studies of the extension organization have been very closely related to program development and have made a significant contribution in this area.
9. Many studies conducted in one situation are of such nature that they are applicable to other situations.
10. Findings from extension studies and research are being used by extension personnel.

11. Cooperative working relations exist between the extension field studies and research area and the experiment station.
12. Cooperative working relations exist between the extension field studies and research program and the resident teaching staff.
13. Individuals involved in the extension research and studies program serve on advisory committees for graduate students.

Additional strengths in the program, as recognized by administrators and staff in Group A, were:

1. A workable administrative policy regarding the extension studies program has been developed and serves as a guide for the further development of the program.
2. A committee, representing all levels of the extension organization, serves in an advisory capacity to the extension research and field studies program.

Additional strengths in the program, as reported by administration and staff in Group B, reported:

1. A flexible, long-time plan for the extension studies program has been developed.
2. Studies conducted have been concerned with the extension organization as a social institution.
3. Extension workers who pursue graduate work (at our institution) are required to prepare a thesis as a part of their master's program. (This helps them to develop an understanding of some research techniques and appreciation for research in an educational program.)

Suggestions for the Further Development of the Program

Suggestions for the further development of the extension research and field studies program, as indicated by administrators and staff in the Cooperative Extension Services in Groups A and B, were:

1. Provide more opportunities for staff to develop an understanding of and appreciation for the extension research and field studies program.
2. Devote more time and other resources to the extension research and studies program.
3. Develop more effective methods of determining priority of extension studies.

4. Provide more inservice training opportunities for personnel at all levels of the organization in methodology and techniques used in the extension studies program.
5. Involve more staff at specific stages in a studies project.
6. Encourage more staff to participate in studies involving program development in their own situation.
7. Develop more effective means for integrating findings of research and studies into the on-going extension program.
8. Develop more effective coordination between research projects of graduate students in Extension Education and studies conducted by the extension organization.

Suggestions for the further development of the extension research and studies program reported by administrators and staff in Group B were:

1. Clarify the administrative concept or functions of the field studies program in the total extension program.
2. Develop an over-all, long-time, integrated plan for the extension studies and research program.
3. Develop more methodological tools to be used in the studies program.
4. Devise more effective means of reporting findings of studies.
5. Discover ways that findings can be more functionally applied to the total extension program and to the tasks facing extension workers.
6. Instigate studies which are concerned with exploring certain basic concepts of learning in terms of extension clientele.
7. Develop better channels of communication between extension research activities within and outside the state.

Coordination of Home Economics Resident, Research
and Extension Relationships

The program to coordinate home economics resident, research and extension relationships was studied in detail in six institutions in Group A: Iowa State University, Michigan State University, Cornell University, The Ohio State University, Oklahoma State University, and the University of Wisconsin. A descriptive case study of the program

as it existed in these six institutions is presented in Appendix L.

Questionnaires concerning this program were sent to the administrator of the home economics unit and to the state leader of home economics in 14 other land-grant institutions. Responses were received from 10 administrators of home economics units and nine state leaders of home economics extension, representing 12 institutions. These are summarized in Appendix M.

Setting of the Program

The home economics unit was a separate administrative unit of the university in four of the six institutions in Group A. In the other two, it was an administrative unit within the agricultural administrative set-up.

The home economics unit was concerned with the resident and research areas in each of the six institutions. In four of the six, home economics extension was also a part of the unit.

In each institution, an individual had been designated responsibility for the home economics extension program. Her administrative responsibilities and those of her staff varied with the organizational arrangement at the particular institution.

The extension subject matter specialists were considered as staff of the home economics unit in four institutions. They were housed with or near their counterparts in the resident and research areas. In five institutions the extension staff held academic rank on the same basis as resident and research staffs.

Some efforts were made to coordinate resident, research and extension relationships in the six institutions in Group A. In some instances this was more of a concerted effort than in others. Responses from the

12 institutions in Group B indicated that some organized efforts were made in six institutions and that in the remaining six, no organized efforts were being made.

Administration of the Program

Varying administrative procedures were used by the institutions in Groups A and B to coordinate relationships between the home economics resident, research and extension areas. They included:

1. The administrator of the home economics unit had been delegated this responsibility.
2. An extension supervisor had a joint appointment with the resident and extension staffs. She served in a liaison capacity between the two areas.
3. An individual at the administrative level in the home economics unit was on a joint appointment in the resident and extension areas. She assumed liaison responsibilities between the two areas.
4. A committee representing resident, research and extension staffs functioned in an advisory capacity to the program.
5. The administrator of the home economics unit and the state leader of home economics extension worked together on this matter.
6. The administrator of the home economics unit and the individuals designated responsibility for the resident, research and extension programs assumed responsibility in this area.
7. A designated individual assumed this responsibility among resident, research and extension personnel within a subject matter area or department.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the efforts to coordinate relationships between the resident, research and extension areas in Group A was based upon the belief that the home economics resident, research and extension areas in a land-grant institution were dependent upon each other. Without the contribution of one area to the other two areas, the total home economics program would not be able to make its most effective

contribution to those it served.

In some institutions the administration of the resident, research and extension programs believed that the coordination of relationships between the areas would be facilitated if a suitable organizational framework were planned and developed. It was on the basis of this belief that a special framework was in operation in these institutions.

The primary purpose of the program to coordinate resident, research and extension relationships in Group A was to provide opportunity for the home economics resident, research and extension staffs to develop further understanding of the purposes, objectives and programs of each area.

In one situation, specific objectives of this program had been formulated by an advisory committee.

Methods Used to Coordinate Home Economics Resident, Research and Extension Relationships

Institutions in Groups A and B reported a variety of means being used to bring about a better understanding between the three areas of home economics. Those reported were:

1. The total home economics resident, extension and research staffs participated in joint meetings.
2. The resident, research and extension staffs in a subject matter area participated in departmental meetings.
3. Social affairs were held for the entire home economics staff or for segments of the staff.
4. Resident, research and extension staffs participated on standing and special committees of the home economics unit.
5. The extension area was represented on the executive committee of the home economics unit.
6. News articles and other information were shared among resident, research and extension personnel.

7. Classrooms, equipment and other teaching resources of the resident area were made available to extension personnel.
8. The extension staff participated in meetings and social activities of home economics student groups.
9. Resident, research and extension staffs were housed in the same or a nearby area.
10. Formal and informal relationships and exchange of ideas existed between the administrator of the home economics unit and the state leader of home economics extension.
11. The resident area was represented at regular extension staff conferences.
12. Bulletins and other teaching devices were jointly prepared by resident, research and extension staffs.
13. The resident staff reviewed and offered suggestions concerning extension publications.
14. The extension staff was involved in curriculum planning and development in the total home economics resident program at the undergraduate and graduate levels and in the recommended plan of study for students interested in extension.
15. Resident and research staffs participated in extension events and activities at state, district and county levels.
16. Students were encouraged by their adviser to visit with extension personnel concerning opportunities in and requirements for extension work.
17. The extension staff participated in classroom situations, when feasible.
18. Joint planning was done by resident and extension staffs concerning campus and off-campus home economics activities for both youth and adults.
19. Resident and research staffs assisted with the recruitment and selection of extension personnel at the state level.
20. Extension personnel assisted with the recruitment and selection of resident and research home economics staff.
21. Programs and activities for foreign students and visitors were jointly planned and carried out by resident and extension staffs.
22. The plan of work and annual report of the resident and extension areas were shared with each other.

23. Resident and research staffs participated in inservice training activities for extension personnel.
24. The resident staff assisted the extension staff in preparing the annual plan of work.
25. The resident staff, when feasible, accompanied state extension staff on field schedule, observed and/or participated in work of the extension program at the county level.

Means of Evaluating the Program

The evaluation of the coordination of resident, research and extension relationships was primarily done on an informal basis in the institutions in Group A. In two situations, this was done by an advisory group in the program and their recommendations and suggestions were considered by representatives of or by the total home economics staff.

Strengths in the Program

Strengths in the program to coordinate home economics resident, research and extension relationships, as recognized by administrators of the home economics unit and the state leader of home economics extension in institutions in Groups A and B, were:

1. There is an understanding concerning the role and responsibilities of the resident, research and extension areas of the total home economics program in the institution.
2. Resident, research and extension staffs have understanding of and appreciation for the total home economics program of the institution and for the contribution of each area to the total.
3. A concerted effort is made by the administration of the home economics unit and the state leader of home economics extension to foster cooperative relations among the areas of home economics.
4. The atmosphere and opportunity are provided for discussion and professional exchange of information and techniques.
5. The extension area is represented on the executive committee of the home economics unit.
6. The resident and research areas are represented in meetings of the central office home economics extension staff.

7. Extension personnel are housed with or near their counterparts in the resident and research areas in home economics, and are members of the subject matter department in the home economics unit.
8. Extension personnel share information about changes of family living in the state with the resident and research staffs.
9. Resident, research and extension personnel are involved in the recruitment and selection of new personnel in the total home economics program.
10. Opportunities are provided whereby extension staff have contact with undergraduate and graduate home economics students.
11. Informal social events are planned for the resident, research and extension staffs of the total home economics program and within a subject matter area.
12. Extension, resident and research personnel attend and participate in joint staff meetings and committees involving the total home economics staff and the subject matter area of which they are a part.
13. Events and activities of the total home economics program are planned and carried out jointly by research, resident and extension staffs.
14. Resident staff participate in the planning and carrying out of extension activities and events.
15. Extension staff participate in the planning and carrying out of resident activities and events.
16. Resident and research staffs are invited to participate in the in-service training activities of the extension organization.
17. Resident, research and extension subject matter areas cooperate in the preparation of bulletins, teaching devices and other materials.

Additional strengths in the program, as indicated by respondents in

Group A, included:

1. A feeling of unity exists between staff in the areas of resident, research and extension.
2. The organization of the total home economics program is conducive to the coordination of relationships between the areas.
3. Opportunities are provided whereby extension field personnel are kept informed of the total home economics program of the institution.

4. Field schedules of extension personnel are so planned that they are on-campus for regularly scheduled meetings of the home economics staff and of committees.
5. Opportunities are provided for evaluating the efforts of coordination of resident and extension relationships.

An additional strength indicated by a respondent in Group B was:

1. An informal structure, and not a formal one, has been established for coordinating home economics resident, research and extension relationships.

Suggestions for the Further Development of the Program

Suggestions for the further development of home economics resident, research and extension relationships indicated by administrators of the home economics unit and the state leader of home economics extension in institutions in Groups A and B included:

1. Clarify the role and the responsibilities of the resident, research and extension areas in home economics with respect to the total home economics program of the institution and help staff develop an understanding of this.
2. Provide more opportunities for staff to develop an understanding of and appreciation for the areas of home economics.
3. Provide the extension area more opportunity for independent decision-making concerning budget allocations, promotions, and recruiting and selecting of personnel.
4. Employ staff who have a joint appointment with resident and extension and/or research areas of home economics.
5. Share annual reports and plan of work of extension, resident and research staffs with each other.
6. Provide more opportunity for resident, research and extension staffs to share ideas concerning programs, teaching materials and new developments in their area.
7. Provide more opportunity for resident, research and extension staffs to participate in joint meetings of the total home economics staff and the subject matter area.
8. Provide increased opportunity for staff in the various areas to see the other programs in action.

9. Provide opportunity for the total home economics staff to evaluate the efforts of coordinating relationships among the areas of home economics and to develop proposals for more effective means.

Additional suggestions for the further development of the efforts to coordinate relationships between the areas, as pointed out by representatives from Group A, included:

1. Develop more effective means of communication between the areas of home economics.
2. Spend more time with new staff on interpreting the land-grant institution and acquaint them with the total philosophy and operational plan of the coordinating efforts.

Additional suggestions for the further development of the coordination of home economics resident, research and extension relationships, as indicated by respondents in institutions in Group B, were:

1. Place more emphasis on the total home economics program of the land-grant institution and less on what the various areas do. (People in the state should associate the home economics program with the institution and not with the various professional areas of home economics.)
2. Provide more opportunity for extension staff to have contact with home economics students at both the undergraduate and graduate levels.
3. Provide more opportunity for extension staff to utilize building, furnishings and equipment of the resident and research area.
4. Provide more time for staff to devote attention to the coordination of relationships between the areas.

Summary

After studying the programs included in this investigation in detail in the institutions in Group A and through questionnaire in the institutions in Group B, general conclusions concerning each program were formulated. These are presented below.

Undergraduate Program for Prospective Home Economics Extension Workers

1. In the majority of land-grant institutions, students may prepare for home economics extension work through the Home Economics Extension Education curriculum or through the Home Economics Education curriculum.
2. When a specific curriculum in Extension Education is available, few students pursue work in the curriculum.
3. A Bachelor of Science degree with a major in Home Economics from a recognized college or university is usually the only specific requirement for employment as a county home economics extension worker.
4. An individual who has knowledge and understanding of the Cooperative Extension Service usually provides some leadership in the over-all direction of the undergraduate program for prospective home economics extension workers.
5. Home economics extension personnel are involved, in varying degrees, in the planning of undergraduate curricula for home economics students.
6. The philosophy that the home economics student should be broadly prepared in general education, in all aspects of home economics and for a profession, and the interest of students in pursuing professional responsibilities along with homemaking are taken into consideration when planning undergraduate home economics curricula.
7. There is need to identify specific competences considered important for the extension worker to develop at the undergraduate level.
8. A variety of means is being used to inform students of opportunities in and requirements for extension work; however, the effectiveness of these means needs to be improved.
9. An individual with knowledge and understanding of the Cooperative Extension Service is usually available to confer with students about extension work.
10. The curriculum provided students interested in extension offers some opportunities to develop understanding of basic principles in the natural and social sciences, in the humanities and in the subject matter areas of home economics.
11. Undergraduate extension education courses are usually available to students interested in preparing for extension work.
12. Experience in a county program is considered highly desirable for undergraduate students interested in preparing for extension work.

13. Few students from other countries prepare for extension work at the undergraduate level.

Graduate Program for Home Economics Extension Workers.

1. Extension Education is recognized as a distinct entity within the broad field of education.
2. Individuals with experience in the Cooperative Extension Service, or who have a joint appointment with the Service, usually provide leadership in the graduate program for home economics extension workers.
3. The graduate program in Extension Education usually emphasizes a flexible, individualized, interdisciplinary concept of education.
4. Means have been devised to inform extension workers of opportunities for graduate study, however, there is need for developing more effective means.
5. There is need to obtain fellowships, scholarships and assistantships specifically designated for extension workers pursuing graduate study in Extension Education.
6. Extension workers meet the same standards for admission to graduate study and conform to the same policies and practices as do other graduate students in the institution.
7. Attention needs to be given to developing more effective means of advising and counseling with graduate students concerning their academic and personal problems.
8. In keeping with the underlying philosophy of the graduate program, the student is usually given considerable freedom in developing the plan of study on the basis of educational and professional experiences, needs, interests and future goals.
9. Extension education courses are considered to be an important segment of the student's plan of study; however, a core of such courses is usually not a common requirement to students' plans of study.
10. Knowledge and understanding of research methods and techniques and ability to apply these to some phase of the Cooperative Extension Service are usually considered to be an important aspect of the student's plan of study.
11. More and more, extension workers from other countries are pursuing graduate degrees in Extension Education in this country. There is need for developing more effective ways to help them adapt learnings and experiences to their own situations.

Extension Inservice Training Program

1. Increasingly, Cooperative Extension Services are designating one or more individuals to provide leadership and cooperation in the inservice training program.
2. An advisory committee to the inservice training program may be a valuable means of planning and expediting the program.
3. The inservice training program should have the informed and official support of the extension administration through a written policy statement from the office of the administrator.
4. Extension administrators believe that there should be built into the organization means whereby personnel can keep up-to-date on teaching methods, policies and subject matter of the agency.
5. An effective inservice training program allows for individual differences in needs and abilities of those it serves.
6. Induction training for new personnel is considered to be an important aspect of the training program. Most Extension Services have a well-developed program for new field personnel; however, there is need to develop more effective programs for new central office personnel.
7. Inservice training is provided for clerical workers at the county level in a few situations and seldom provided for clerical workers at the state level.
8. Research and studies are generally considered to be an important aspect of the training program.

Extension Research and Field Studies Program

1. Increasingly, Cooperative Extension Services are designating one or more individuals to provide leadership and coordination in the research and field studies program.
2. An advisory committee to the research and field studies program may serve as a valuable instrument in the planning and expediting of research and studies.
3. The research and field studies program should have the informed and confident support of the extension administration through a written policy from the office of the administrator.
4. Extension administrators believe that there should be built into the organization means for a continuous study of the clientele being served by and appraisal of the effectiveness of programs of the organization.

5. The research and field studies program should serve the total extension organization.
6. Findings of extension research and studies should be made available to appropriate personnel and to other agencies and organizations in an appropriate manner.

Coordination of Home Economics Resident, Research and Extension Relationships

1. Few institutions have an individual or group of individuals specifically designated to provide leadership in coordinating relationships between the home economics resident, research and extension areas.
2. Administrators of home economics resident, research and extension programs in land-grant institutions recognize the inter-relationship of the three areas to the total program of the institution.
3. A variety of means are being used in land-grant institutions to bring about better understanding between the three areas of home economics.
4. Administrators of home economics resident, research and extension programs recognize the need for more effective means of increasing understanding and bringing about cooperative endeavors between the areas.

The results of the comparisons made of the various programs dealt with in the study seem to validate the first hypothesis that: a study of the undergraduate and graduate programs for the training of home economics extension workers, the inservice training program for agricultural and home economics extension personnel, the agricultural and home economics extension field studies program, and the methods employed to coordinate home economics resident, research and extension relationships will reveal some of the similarities and differences of the treatment of elements considered to be important in these programs and the strengths and suggestions for the further development of the programs.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

A comparative study of closely related educational programs not only results in identifying their many similarities and differences, but it also cites characteristics which may be used to evaluate such programs and points up suggestions for their further development. Hence, this section of the study is concerned with: (1) criteria which may be used in the revision and further development of the programs included in the study in a land-grant institution, and (2) proposals for the further development of these programs in a large land-grant institution.

Criteria Which May be Used in the Revision and Further Development of Programs Included in This Study in Land-Grant Institutions

After reviewing available literature concerning the programs included in this investigation, visiting with staff of the Division of Research and Training of the Federal Extension Service and studying the programs in detail in the six land-grant institutions, the writer developed a tentative set of criteria, based upon the elements considered important in the program, which may be used in the revision and further development of the programs in a land-grant institution. The set of criteria was a part of the questionnaire sent to the administrator and/or staff concerned with the program in the 14 other land-grant institutions.

The respondent to the questionnaire was asked to indicate whether he or she thought the criterion to be "Important", "Slightly Important," or "Not Important" as an element of the respective program. The

respondent was also asked to designate other elements which he or she considered to be important.

The writer had decided that if the majority of respondents indicated that the critrion was "Important," it would be accepted. If the majority considered it as "Slightly Important" and/or "Not Important", it would be accepted or rejected on the basis of the writer's subjective judgment. Suggestions of additional elements or criteria would also be considered as acceptable or unacceptable on the basis of the writer's subjective judgment.

Appendix N presents a tabulation of the responses to the tentative criteria. In each program, the majority of respondents considered each criterion as being "Important." A few suggestions were made concerning additional elements to be included. The tentative criteria were then revised on the basis of the writer's judgment as to the feasibility of the suggestions and are presented here as criteria which may be used in the revision and further development of the undergraduate program for prospective home economics extension workers, the graduate program for home economics extension workers, the inservice training program for extension personnel, the extension research and field studies program and the coordination of home economics resident, research and extension relationships in a land-grant institution.

Undergraduate Program for Prospective Home Economics Extension Workers

Administration of the Program

A resident staff member with knowledge and understanding of the philosophy, purposes and total program of the Cooperative Extension Service and who believes in and applies principles of democratic administration is designated to provide leadership in the over-all direction of the undergraduate program for prospective home economics extension workers.

Philosophy, Purposes and Objectives of the Program

Home economics extension work is recognized as a professional field in the undergraduate home economics curriculum and the institution assumes responsibility for preparing students to become professional workers in this field.

The purpose of the undergraduate program in Extension Education is to prepare students for professions in home economics extension work. The purpose of the program is in harmony with the over-all purposes of the undergraduate program of the home economics unit.

The desirable competences for home economics extension workers as an individual, a family member, a citizen and a professional worker have been clarified and defined jointly by representatives from the home economics resident and extension areas.

Recruitment and Guidance of Students

Opportunities are available at the pre-college and college levels for students to become informed about professional opportunities in and requirements for extension work.

Opportunities are provided whereby the student interested in extension work has contact with state home economics extension personnel and some extension activities.

Students interested in extension are advised, either directly or indirectly, by a staff member who has had experience and/or has present contact with the State Cooperative Extension Service.

The guidance and advisement of students interested in home economics extension centers on individual development.

Program of Study

The curriculum recommended for prospective home economics extension workers provides the student with learnings in the basic physical, biological and social sciences, the humanities and communications.

The curriculum recommended for prospective home economics extension workers provides the student with learnings and experiences in which she can gain knowledge and develop understanding of the basic principles in the subject matter areas of home economics and their application to all areas of living.

The curriculum recommended for prospective home economics extension workers provides the student with learnings and experiences in which she can gain knowledge and develop understanding of the philosophy, objectives, programs and teaching methods of the Cooperative Extension Service.

Experience in a county program is provided for qualified students interested in preparing for home economics extension work.

The program of study for students from other countries preparing for extension work is based upon the individual's educational and professional experiences, her needs and future goals.

Evaluation of the Program

Continuous evaluation of the undergraduate program for prospective home economics extension workers is done cooperatively by resident and extension personnel on the basis of specific objectives and plan of work developed for the program.

Graduate Program for Home Economics Extension Workers

Administration of the Program

A resident staff member, with knowledge and understanding of the philosophy, purposes and total program of the Cooperative Extension Service and of the total graduate program of the institution and who believes in and applies principles of democratic administration, is designated to provide leadership in the over-all direction of the graduate program in Extension Education, in cooperation with staff in related areas.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of Extension Education as a professional field at the graduate level and the role of the institution in providing a graduate program in this field has been defined and clarified.

The purpose of the graduate program in Extension Education is to provide opportunity for the home economics extension worker to continue to develop leadership abilities and competence in relation to professional responsibilities as an effective extension educator.

The areas in which home economics extension workers should develop competence at the graduate level build upon competences developed at the undergraduate level and are broadened to include research methods and techniques. These areas have been clarified and defined jointly by representatives of the resident and extension areas.

Recruitment, Admission and Guidance of Students

The unit responsible for the graduate program makes available opportunities for home economics extension personnel, both in-state and out-of-state, to become informed of opportunities for graduate study.

The policies or regulations for the graduate program in Extension Education are in harmony with the over-all policies of the total graduate program of the institution.

Requirements for entrance into the graduate program stipulate that the individual have had experience in the Cooperative Extension Service or other similar educational agency.

Graduate students in Extension Education are provided advisement by a staff member who has had experience with and/or has direct contact with the Cooperative Extension Service.

Program of Study

The requirements of the graduate program are flexible enough to take into consideration the individual's background, experiences, needs and future goals.

A selected group of professional extension education courses, designed as the common requirements for extension workers, are a part of each student's plan of study.

The plan of study for the student provides her with experiences in which she can develop understandings of research techniques and knowledge of the use of such techniques, and is required to apply some of these to some aspect relating to the Cooperative Extension Service.

The program of study for students from other countries preparing for extension work is based upon the individual's educational and professional experiences and her needs and future goals.

Evaluation of the Program

Continuous evaluation of the graduate program for home economics extension workers is done cooperatively by resident and extension personnel on the basis of specific objectives and the adopted plan of work developed for the program.

Inservice Training Program for Extension Personnel

Administration of the Program

An individual or group of individuals, with understanding of the educational process and of the total extension program and who believe in and apply democratic principles of administration, is designated to provide leadership in the extension inservice training program. The responsibilities of each have been defined and are understood by extension personnel at state and county levels.

A group representing all levels of the extension organization and the resident and extension staffs serve in an advisory capacity to the extension administration concerning the extension training program.

An administrative policy concerning the extension inservice training program has been formulated by the administration and made available to county and state personnel.

Philosophy, Purposes and Objectives of the Program

The importance of and the program for the inservice training of extension personnel and the responsibilities of the Co-operative Extension Service in providing training opportunities for its personnel is recognized and understood.

The purpose of the extension training program is to provide opportunity for the extension worker to develop ability to more effectively carry out his responsibilities as an extension educator.

Methods of Carrying Out the Program

Means have been devised to identify the training needs of personnel at all levels of the extension organization.

Induction training is provided new field personnel so that they may become acquainted with the extension organization and develop further understanding of their job and responsibilities.

Induction training is provided new state office personnel so that they may become acquainted with the extension organization and develop further understanding of their job and specific responsibilities.

Inservice training is provided experienced field personnel so that they may keep abreast of changes, new developments and trends in the total extension program.

Inservice training is provided experienced central office personnel so that they may keep abreast of changes, new developments, and trends in the total extension program.

Inservice training is provided for clerical workers so that they may become more effective personnel of the extension organization.

Research and studies are an important aspect of the training program.

Evaluation of the Program

Continuous evaluation of the inservice training program for extension personnel is done by appropriate personnel on the basis of specific objectives and plan of work developed for the program.

Extension Research and Field Studies Program

Administration of the Program

An individual or group of individuals, with understanding of research methods and techniques and of the Cooperative Extension Service and who believe in and apply principles of democratic administration, is designated to provide leadership in the extension research and field studies program.

An advisory group representing all levels of the extension organization and the resident and research staffs of the institution serves in an advisory capacity to the administration concerning the extension research and field studies program.

An administrative policy concerning the extension research and field studies program has been formulated by the administration and made available to county and state extension personnel.

Philosophy, Purposes and Objectives of the Program

The importance and meaning of research and field studies in the Cooperative Extension Service and the responsibilities of the organization to this program have been clarified and defined.

The purpose of the extension research and field studies program is to provide leadership and guidance in appraising various aspects of the extension program and in further developing now existing and/or new programs in the future.

Methods of Carrying Out the Program

Significant areas of extension research and field studies have been defined in major programs with which the organization is concerned.

Criteria to be used in selecting extension research and studies projects have been developed and are used when considering and developing projects.

Research and field studies of the organization are based on reliable research methods and techniques.

Findings of extension research and field studies are disseminated to appropriate extension, resident and research personnel and to other organizations and agencies in a usable manner.

Opportunities are provided to aid the extension worker in applying and recognizing implications of research and field studies to his own situation.

Evaluation of the Program

Continuous evaluation of the research and field studies program in the Cooperative Extension Service is done by appropriate personnel on the basis of specific objectives and the plan of work developed for the program.

Coordination of Home Economics Resident, Research and Extension Relationships

Administration of the Program

An individual, at the administrative level, who has knowledge and understanding of the total home economics resident, research and extension areas of the institution and who believes in and applies principles of democratic administration, is designated to provide leadership in the program to coordinate home economics resident, research and extension relationships.

A group representing the home economics resident, research and extension areas of the institution serves in an advisory capacity to the program to coordinate home economics resident, research and extension relationships.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the interrelationship of the home economics resident, research and extension areas to each other and the contribution of each to the total home economics program of the institution has been clarified and defined.

The purposes and objectives of the program relating to the coordination of resident, research and extension relationships, to bring about cooperative endeavors, and to develop understanding among personnel in the three areas of home economics have been clarified and defined.

Methods of Carrying Out the Program

Opportunities are provided whereby new home economics resident, research and extension personnel may gain knowledge and develop understanding of the land-grant college system and the role and relationship of the home economics resident, research and extension areas in a land-grant institution.

Opportunities are provided whereby new home economics resident, research and extension staffs may gain knowledge and develop understanding of the home economics resident, research and extension areas of the institution in which they are employed.

Opportunities are provided whereby the home economics resident and research staffs are kept informed of developments and

activities of the home economics extension program and of related activities and developments in the Cooperative Extension Service.

Opportunities are provided whereby the home economics extension staff is kept informed of developments and activities of the home economics resident and research areas.

The home economics resident and research staffs are involved, whenever feasible, in the home economics extension program at county, district and state levels.

The home economics extension staff is involved, whenever feasible and advisable, in the home economics resident and research programs.

Opportunities are provided for home economics resident, research and extension staffs to have informal contacts with each other.

Facilities of the home economics resident, research and extension areas are made available to each other.

Evaluation of the Program

Continuous evaluation of the program to coordinate home economics resident, research and extension relationships is done cooperatively by personnel in these areas on the basis of specific objectives and plan of work developed for the program.

Proposals for the Further Development of the Programs Included In This Study in A Large Land-Grant Institution

The remainder of this chapter will be devoted to proposals for the further development of the undergraduate program for prospective home economics extension workers, the graduate program for home economics extension workers, the inservice training program for extension personnel, the extension research and field studies program and the coordination of home economics resident, research and extension relationships in a large land-grant institution.

Proposals for the further development of these programs in a large land-grant institution have come from: (1) a review of available literature, (2) interviews with staff of the Division of Extension Research

and Training of the Federal Extension Service, (3) interviews with administrators and/or staff involved in these programs in six land-grant institutions, (4) information received from questionnaires sent to administrators and/or staff involved in these programs in 14 other land-grant institutions, (5) the philosophy of the writer, and (6) the writer's experiences.

Undergraduate Program for Prospective Home Economics Extension Workers

The undergraduate program designed to prepare students for home economics extension work will vary from one institution to another, depending upon the organizational plan of the institution and of the home economics unit, and the philosophy, purposes and objectives of the undergraduate program in home economics. Proposals for the further development of such a program, as presented in the following discussion, have been developed for a setting in which:

1. the home economics unit is a separate administrative entity within the institution;
2. home economics extension is not a part of the home economics unit;
3. the home economics education area is a part of the home economics unit;
4. the purposes of the undergraduate program are to provide opportunity for the student to prepare for personal living, homemaking, citizenship and a profession;
5. home economics extension is recognized as a professional area and the home economics unit assumes responsibility for preparing individuals for extension work; and
6. the student may prepare for extension work through an option available in the Home Economics Education curriculum.

Administration of the Program

Leadership in the Program: The organization of the home economics

unit and the philosophy of its personnel toward extension as a professional field will determine the placement and role of the staff member providing leadership in the undergraduate program for prospective home economics extension workers in the unit. Since, in this setting, extension work is considered to be a professional field within home economics education, she will function as a staff member in the home economics education area.

Special consideration shall be given to the qualifications of the individual providing leadership in this program. Qualifications which are desirable include:

1. a minimum of a master's degree and preferably a doctorate in Extension Education, Home Economics Education, or a closely related field;
2. successful experience in home economics extension work, preferably at the county and state levels, and in secondary and college teaching;
3. knowledge and understanding of the land-grant college system and of the Cooperative Extension Service and the total home economics program within the institution and in the state;
4. ability to provide leadership in curriculum development;
5. a democratic philosophy of education and personal qualities to work cooperatively with staff in the resident and extension areas and individuals in related areas; and
6. knowledge and understanding of research which has been conducted in this area, as well as in research methodology and techniques.

The responsibilities of such an individual in the undergraduate program will include:

1. representing the extension area on the home economics curriculum committee;
2. serving as adviser to students interested in extension;
3. teaching undergraduate courses in extension education;
4. serving as supervisor of the field experience;

5. assuming responsibility for means of informing students and parents of opportunities in and requirements for extension work; and
6. assisting in the recruitment of personnel for the extension organization, by informing the supervisory staff of capable students interested in extension work.

In addition to providing leadership in the undergraduate program, this individual may assume other responsibilities in the resident and/or extension areas. In the resident area she may assume responsibilities in the graduate program for home economics extension workers. If she has a cooperative appointment with the extension area, she may assume responsibilities in the inservice training program for extension personnel.

Philosophy, Purposes and Objectives of the Program

Underlying Philosophy: The recognition of home economics extension as a professional field in the undergraduate curriculum and the role of the institution in preparing students in this field should be clarified and defined by the total home economics staff. Since extension is recognized as one of the three functions of a land-grant institution, such an institution should assume responsibility for preparing professional workers in this area.

However, since many of today's home economics students are interested in preparing for more than one closely related professional area rather than a specialized one and in preparing for homemaking, this situation should be taken into consideration when planning curricula. Because of this, curricula shall be planned whereby the student can prepare for similar vocational areas. The student interested in home economics extension may also become certified to teach general or vocational home economics at the secondary level or prepare for other closely related

educational areas.

This means that the program of study recommended for the student interested in preparing for extension allows her: (1) to have electives within required areas, (2) to select courses in areas in which she is especially interested, and (3) to select courses in areas in which she needs to develop further competence.

Purposes of the Program: The over-all purposes and objectives of the total undergraduate home economics program shall be clarified and defined and used as a basis for developing all undergraduate curricula offered through the home economics unit. The clarification of these is primarily the responsibility of the resident staff, however extension personnel shall be invited to participate.

In this setting, the purpose of the Extension Education option in the Home Economics Education curriculum is to prepare students for home economics extension work.

It was previously pointed out that these proposals were being developed for a situation in which the objective of the undergraduate home economics program is to provide opportunity for the individual to prepare for personal living, homemaking, citizenship, and a profession. It is assumed that the resident staff have defined a core of common requirements in home economics and non-home economics subjects which make some contribution to the over-all objectives. Other suggested learnings and experiences for the student interested in extension work shall build upon and supplement the common requirements.

Desirable Competences: As a basis for developing curriculum in a professional area, there is need to clarify the desirable competences to be developed by the student. These shall provide the basis for developing

learnings and experiences in the curriculum. The competences for home economics extension workers, to be developed at the undergraduate level, shall be clarified and defined jointly by representatives from the home economics resident and extension areas.

In addition to the competences outlined by the American Home Economics Association and accepted by the land-grant committee and presented earlier in Chapter II, the home economics extension worker needs to develop professional competence in the following areas at the undergraduate level:

1. knowledge and understanding of the Cooperative Extension Service and its role as an educational organization;
2. knowledge and understanding of and skills in technical subject matter appropriate to one's job;
3. ability in basic oral, written and visual communications;
4. ability in cooperatively planning and developing a county extension program;
5. ability to relate basic principles and practices to extension educational situations;
6. understanding of the learning process and ability to develop effective learning situations;
7. ability to administer, to supervise and to organize; and
8. ability in evaluating extension programs and their outcomes.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension: Since many capable students and their parents are not aware of the professional opportunities in and requirements for home economics extension work, various means must be devised for informing students at the pre-college and college levels and their parents about this professional area.

Suggested means for informing students and parents about

opportunities in and requirements for extension work are:

1. devoting a portion of the orientation sessions for freshman and/or transfer students to this professional area;
2. preparing a brochure or leaflet explaining the opportunities in and requirements for extension work;
3. preparing bulletin boards or other displays;
4. including this professional area in information presented to high school students and to parents;
5. arranging for extension personnel to speak to classes and student organizations;
6. having informal social events which involve students, resident and extension personnel;
7. arranging for extension personnel to confer with students interested in extension;
8. encouraging county personnel to inform capable students of opportunities in and requirements for extension work; and
9. preparing materials for parents which may be distributed by extension personnel at state and county extension events.

Contact With Extension Personnel: When the home economics extension staff is not housed with the resident area, more concerted effort will need to be made to provide opportunities for students to have contacts with extension personnel and activities. Suggested means for doing this include:

1. having extension personnel to participate, when feasible, in classroom activities;
2. inviting extension personnel to attend and/or participate in home economics student organizations;
3. inviting extension personnel to participate in social events for students;
4. holding special functions to which students are invited to meet extension personnel; and
5. inviting students, when feasible, to attend extension events (examples: local 4-H club or home demonstration club meetings, county 4-H club or home demonstration club events; a state-wide 4-H event, etc.).

Guidance and Advisement of Students: The individual designated to provide leadership in the undergraduate program for prospective home economics extension workers shall be available to advise students interested in extension work. She may be designated to serve as academic adviser for such students, and/or she may be available to provide supplementary counseling for students interested in home economics extension work.

Program of Study

Among the land-grant institutions there is much variation in the distribution of credits among certain areas required for the degree and the departmental organization in which the courses are given. Therefore, the following recommendations concerning the student's plan of study are more general than specific in nature.

Physical and Biological Sciences: From courses in the area of chemistry, physics and biology, the prospective home economics extension worker shall have opportunity to develop: (1) understanding of the world in which we live; (2) understanding of and ability in using a scientific approach to solving problems; (3) understanding of the principles of physical and biological sciences related to home economics; and (4) ability to apply and to teach the principles of physical and biological sciences in home and family living.

Social Sciences: From courses in the areas of economics, sociology, history and government, psychology and anthropology, the prospective home economics extension worker shall have opportunity to develop: (1) an understanding of and appreciation for basic principles involving social processes and social institutions as a basis for understanding local, state, national and international problems; (2) ability in analyzing economic, social and political problems and understand their relationship

to and implications for extension's clientele; (3) an understanding of individual and group behavior and ability in applying this to human relations; (4) an understanding of the concept of how people learn and ability in working effectively with them; and (5) ability to apply the basic principles in the social sciences to home economics and to draw implications for the people with whom extension works.

Humanities: From courses in the areas of art, music and literature, the prospective home economics extension worker shall have opportunity to develop: (1) an appreciation of our cultural heritage, (2) an understanding of the ideas upon which our ethical and moral values are based, and, (3) an understanding of the application of the basic learnings to everyday problems.

Communications: From the area of communications, the student shall have opportunity to develop understanding and competence in means of communication, including reading, writing, listening, speaking and demonstrating.

Home Economics: The prospective home economics extension worker will need opportunity to develop an understanding of the development and scope of home economics. The student shall have work involving basic principles in each of the following areas as outlined by the American Home Economics Association: family relationships and child development; consumption and other economic aspects of personal and family living; nutritional needs and the selection, preservation, preparation and use of food; design, selection, construction, and care of clothing, and its psychological and social significance; textiles for clothing and for the home; housing for the family and equipment and furnishings for the household; art as an integral part of everyday life; and management in the use

of resources so that values and goals of the individual, the family, or of society may be attained.¹

It is assumed that some of these areas will be a part of the common requirements for all home economics students. Other areas will be a part of the additional requirements or suggested electives for students interested in extension work.

Whether or not a student develops competence in one or more areas of home economics is dependent upon the requirements for the degree and the philosophy of the total undergraduate program. If the student has opportunity to specialize or develop further competence in an area, she shall be guided to strengthen competences in the area of management and decision making and other closely related areas.

Professional Education Courses: The prospective home economics extension worker shall have opportunity to develop understanding of and ability in the basic principles of learning, the selection and use of resource materials and equipment, methods of teaching for both youth and adults, and evaluation, and their adaptation to the Cooperative Extension Service.

Extension Education Courses: One or more extension education courses shall be available to students interested in extension work. These may be offered through the home economics unit, the College of Agriculture, or some other means, depending upon the situation.

Since agricultural and home economics extension workers usually work together in the county situation, some or all of the courses shall be available to both men and women students. Such courses shall be open

¹Dorothy Scott, et al., Home Economics, New Directions, A Statement of Philosophy and Objectives (Washington, 1959), pp. 4-5.

to students at the junior or above levels. The courses shall be taught by an individual who has had experience with or who is now connected with the Cooperative Extension Service.

The extension education course or courses shall provide the student opportunity to develop an understanding of and appreciation for the Cooperative Extension Service and to get some basic preparation for home economics extension work.

The content and emphasis of the extension education courses will depend on the organization and emphasis of other courses offered by the institution. Such course or courses shall be concerned with (1) the Cooperative Extension Service and its relationship to clientele, (2) program development, (3) leadership development, (4) evaluation in extension education, and (5) the extension worker as a professional person.

Field or County Experience: A field experience shall be required of students interested in preparing for extension work. The administering and conduct of the experience shall be a joint responsibility between the Cooperative Extension Service and the appropriate department in the home economics unit. This shall be a part of the responsibility of the individual designated to provide leadership in the undergraduate program for prospective home economics extension workers. The following recommendations are made concerning the field experience:

1. the experience be planned as a regular college course with commensurate credit;
2. the experience be given in the summer to students who have completed their junior year;
3. students enrolled in the field experience be carefully selected on the basis of personal and professional competences and scholastic achievement considered desirable for home economics extension workers;

4. the activities of the trainee be jointly planned by appropriate resident and extension staff in advance and listed in writing so that both trainees and trainers are informed of their duties;
5. the county in which the trainee is placed be carefully selected, have a strong extension program in progress, good working relationships between all county workers and a home economics extension worker who is interested in and has the ability to train students in such a program;
6. the county home economics extension workers who participate in the experience be instructed as to their role and responsibilities in the experience;
7. the experience be at least six weeks in length;
8. the instructor of the course assume responsibility for supervising the experience;
9. adequate compensation, including salary and travel expenses of the trainee and travel expenses of the instructor of the course, be available; and
10. continuous evaluation be made of the trainee and of the training situation.

Students From Other Countries: The program of study and experiences for a student from another country preparing for extension work shall be "tailor-made" to fit the student's needs in her own situation. It may be necessary to waive required courses or to substitute more suitable ones for those which are required. Provisions shall be made, insofar as possible, for her to have some experiences observing and/or participating in a county extension program. She may accompany the supervisory and/or subject matter specialists staff on field schedules, spend some time in a county working with a home economics extension worker, and/or spend some time living in the home of a farm family. It may also be advisable that she have experiences with an extension program in another state. Opportunities shall also be provided whereby she can become acquainted with printed materials and teaching aids developed for youth and adults in the various subject matter areas.

Evaluation of the Program:

Suggested means for continuously evaluating the undergraduate program which prepares students for home economics extension work include:

1. considering periodically the common requirements for all home economics majors. This shall be a responsibility of the curriculum committee of the home economics unit and the total home economics staff.
2. considering the curriculum designed to prepare students for home economics extension work against the objectives set-up for the program. This shall be a joint responsibility of representatives from the resident and extension areas.
3. appraising learnings and experiences provided in the various courses in the student's plan of study.
4. considering new developments in educational theories and techniques and suggesting changes which will provide more effective learning experiences.
5. appraising the job performance of recently employed county home economics extension workers to see wherein more effective learning experiences might have been provided.
6. considering new developments in the total extension program and suggesting experiences which will help the student to more effectively cope with problems being faced by the extension worker.
7. obtaining reactions from recent graduates concerning their experiences at the undergraduate level and suggestions for providing more effective experiences.

Graduate Program for Home Economics Extension Workers

The graduate program in Extension Education for home economics extension workers will vary from one institution to another, depending upon the organization, philosophy, purposes and resources of the total graduate program of the institution. Proposals for the further development of the graduate program for home economics extension workers, as presented in the following discussion, have been developed for a setting in which:

1. the graduate program of the institution is under the general direction of the faculty of the graduate school;
2. Extension Education is recognized as a distinct entity within the broad field of education;
3. the graduate program for home economics extension workers is an interdepartmental program within the home economics unit;
4. the graduate program is available to students at both the master's and doctoral levels;
5. the graduate program places emphasis on effective extension educational methods; and
6. a similar, related program is offered agricultural extension workers through the resident area of agriculture.

Administration of the Program

Leadership in the Program: The organization within and the philosophy of the home economics unit will determine the placement of the individual designated to provide leadership in the program. Since Extension Education is recognized as a distinct entity within the broad field of education, the individual providing leadership in this program shall be a member of the administrative staff of the home economics unit. Because of teaching responsibilities in extension education, she will also be assigned to a department or division within the home economics unit. A plan shall be devised whereby this individual operates in such a manner that will make it possible to have a clear-cut interdepartmental program.

Special consideration will need to be given to the qualifications of the individual providing leadership in this position. Desirable qualifications include:

1. a doctorate in Extension Education, Home Economics Education, or a closely related field;
2. successful experience in home economics extension work, preferably at the county and state levels, and in college teaching;

3. knowledge and understanding of the land-grant college system and of the Cooperative Extension Service;
4. a democratic philosophy of education and personal qualities to work cooperatively with staff in the resident, research and extension areas and individuals in related areas;
5. acquaintance with and ability in using research methods and techniques; and
6. the personal qualities to work with and guide students in graduate study.

Responsibilities of this individual in the graduate program shall include:

1. representing the extension area on the graduate committee of the home economics unit;
2. serving as adviser to graduate students in Extension Education concerning the plan of study and/or research project;
3. teaching graduate courses in extension education; and
4. assuming responsibility for recruiting home economics extension workers for graduate study at the institution.

Advisory Group: Since the graduate program is an interdepartmental program within the home economics unit with an individual designated to provide leadership in its over-all direction, a group representing the resident and extension areas shall be appointed to serve in an advisory capacity to the program. Since a similar program is offered through the resident area in agriculture for agricultural extension workers, this same group may function for both programs.

The appointment of the advisory committee is a responsibility of the administrators of the graduate school, the home economics unit, the resident agricultural area and the Cooperative Extension Service. The size of the group will be dependent upon the judgment of those responsible for appointing the advisory committee. It shall include representatives from the resident and extension areas of the institution.

The advisory group shall meet periodically, when needed, but preferably at least once each year. Purposes of the group shall include:

1. reviewing long-time objectives, annual program of work and achievements of the program;
2. considering similar graduate programs in other institutions;
3. evaluating the total program and the various aspects of the program;
4. making suggestions for the further development of the program; and
5. determining the specific objectives and plan of work for the following year.

Philosophy, Purposes and Objectives of the Program

Underlying Philosophy: The recognition of home economics extension as a professional field at the graduate level and the role of the institution in providing a graduate program for this group shall be clarified and defined by the administration of home economics unit and the advisory group to the program.

The responsibilities of the home economics extension worker are of such nature that she needs to have broad general knowledge of the field of home economics and other closely related fields rather than a highly specialized technical knowledge of a relatively narrow field in home economics. Therefore, the graduate program in Extension Education shall emphasize a flexible, individualized, interdisciplinary concept of education. The individual's program of study shall be planned on the basis of her educational background, experiences, needs and future goals. Because of the interdisciplinary concept, the student will need to distribute her program of study over a variety of subject matter areas and among the various disciplines of the institution.

Purposes of the Program: On the basis of this underlying philosophy, the character of the program will be more general in scope than the

traditional graduate program. The primary purpose of the graduate program in Extension Education shall be to help the extension worker further develop leadership and increase her understanding, initiative, self-confidence and competence in relation to professional responsibilities as an effective extension educator.

Suggested Competences: At the graduate level, the home economics extension worker will need to develop further competence in the following areas: (1) knowledge and understanding of the Cooperative Extension Service and its role as an educational organization; (2) ability in program planning and development; (3) understanding of and ability in administration and supervision of people and resources; (4) ability in basic communications; (5) understanding of the educational process and ability to develop effective teaching-learning situations; (6) knowledge and understanding of and skills in technical subject matter appropriate to one's job; (7) ability to relate basic principles and methods to extension educational situations; and (8) understanding of the evaluation process and ability in applying it to extension programs and situations. In addition to these areas, the home economics extension worker needs to develop knowledge and understanding of research methods and techniques and ability in applying them to some aspect of the Cooperative Extension Service.

Recruitment, Admission and Guidance of Students

Recruitment of Students: The home economics unit shall devise means of informing potential students, both in-state and out-of-state, of the graduate study opportunities. Letters, brochures and other informative materials about the graduate program for home economics extension workers shall be prepared and made available to home economics extension

administrative, supervisory, specialists and county personnel in the state and in near-by states. The materials will also be made available to home economics extension administrative and supervisory personnel in the remainder of states and to appropriate individuals in the Federal Extension Service.

In addition to informing extension workers about the graduate program, a concerted effort shall be made to acquire scholarships and fellowships specifically for selected students pursuing graduate work in Extension Education.

Admission Requirements: It is assumed that the graduate school has developed certain regulations concerning admission, transfer of work, credit hours, work in residence, grade-point, etc., for the total graduate program of the institution. These minimum regulations will be used as a basis for developing regulations for the graduate program in Extension Education. The advisory committee may consider it desirable to impose additional requirements beyond those stipulated by the graduate school.

Since Extension Education is a professional field, the student pursuing graduate work in this field shall have some successful experience with the Cooperative Extension Service or other similar adult education agency. It is suggested that a minimum of two years of such experience be required before the student is permitted to devote full-time to study in this field or to receive a master's degree with a major in this field.

Advisement and Guidance of Students: The individual designated to provide leadership in the graduate program for home economics extension workers shall be available to advise and counsel with students. She will

be designated to serve as academic adviser to students majoring in Extension Education and serve as chairman or as a member of the advisory committee of such students regarding their plan of study and research project. She may serve as a member of the advisory committee of students selecting to minor in Extension Education.

Since some extension personnel will probably be pursuing graduate work in a subject matter field, this individual will be available to provide supplementary counseling to such students concerning their plan of study and/or research projects.

Program of Study

Student's Plan of Study: The underlying philosophy of the graduate program emphasizes a flexible, individualized, interdisciplinary concept of education. This means that requirements for the student's plan of study shall be flexible to allow for her educational and professional experiences and her needs and future goals.

At the master's level, it is suggested that in addition to the major area, the student have a minor area of study in home economics. Two-thirds of the student's plan of study shall be devoted to a combination of extension education, home economics education, general education, and research in the field of home economics extension. The remainder, or approximately one-third of the student's program shall be devoted to technical subject matter, preferably in one area of home economics or in a related area.

At the doctoral level, it is suggested that in addition to the major area, the student have two minor areas of study. Her previous graduate work will need to be taken into consideration when planning her program of study. Her major area of study shall be devoted to a

combination of extension education, home economics education, general education and research in home economics extension. One of the minor areas shall be devoted to technical subject matter in home economics. The second minor may be in another field of home economics in a related area.

A core of extension education courses shall be included in each student's plan of study at both the master's and doctoral levels. To meet this requirement, the student will be required to take certain courses and allow to select from others in extension education.

The student will be permitted to select from available graduate courses in home economics education, education, the social sciences, communications and other areas which will supplement and strengthen her plan of study.

At least one course in research methodology and the application of research methods to some aspect of the home economics extension program will be a part of each student's plan of study at the master's and doctoral levels. Depending on the student's research project at the master's level, a course in statistics may or may not be included in the study plan.

To meet the requirements in technical subject matter, the student shall be allowed to select from graduate courses in any of the subject matter departments of the home economics unit. She shall be encouraged to develop some proficiency in one subject matter area.

Extension Education Courses: A group of extension education courses will be available to graduate students pursuing work in Extension Education. As suggested previously, a core of such courses shall be included in each student's plan of study.

Since agricultural and home economics extension workers usually work together in an extension program, some or all of the courses shall be available to both men and women students. These courses will also be available to extension workers pursuing graduate work in a subject matter field or in other disciplines of the institution. Some of them will also be available to non-extension workers interested in developing an understanding of the Cooperative Extension Service. The courses shall be taught by an individual with recent experience with or presently employed by the Cooperative Extension Service. Since these are graduate courses, the instructor will need to be qualified for teaching at the graduate level.

The courses available and the credits given for each will depend upon the organization and emphasis of other courses offered by the institution. It is suggested that the extension education courses be concerned with: (1) the history, philosophy, organization, functions, and objectives of the Cooperative Extension Service; (2) 4-H club work; (3) psychology for extension workers; (4) extension program development; (5) extension teaching methods; (6) communications for extension workers; (7) supervision and administration; and (8) evaluation in extension education.

Research Requirement: A graduate program in which the extension worker develops an understanding of and ability in using research methodology will better prepare her for extension work in the future than a program which does not include this. As stated earlier, at least one basic course in research methods and techniques shall be a part of each student's program of study. Because of the nature of extension work, this course shall be from extension education, home economics education,

education, or from one of the social science areas. Whether or not the master's candidate takes work in statistics will be dependent upon her research problem and her interests in the area. The doctoral candidate shall have at least one course in statistics. The courses in statistics shall be taken in or related to the social sciences.

At the master's level, the student shall be required to submit a thesis on some aspect of home economics extension work. At the doctoral level, the student shall be required to submit a thesis which exemplifies an understanding of research and contributes to knowledge in extension education. The institution shall have long-range studies underway to which the research of graduate students may contribute.

Students From Other Countries: Insofar as possible, the plan of study and experiences for students from other countries preparing for extension work shall be developed to fit their needs in their own situation.

If the enrollment of such students warrants, a seminar in comparative extension education shall be developed. This will be concerned with the home economics extension program in other countries and with adapting learnings and experiences to the individual's own situation.

Provisions shall be made for such a student to have some experiences observing a county extension program. This may be done in the state in which she is pursuing graduate work or in another state. She may accompany the supervisors and/or specialists on field schedule, spend some time in a county observing the work of a county home economics extension worker, and/or spend some time living in the home of a farm family.

Evaluation of the Program

Suggested means for continually evaluating the graduate program for

home economics extension workers include:

1. annual meetings of the advisory group to consider the status of the program and suggestions for the further development of the program;
2. consideration of the program by the graduate committee of the home economics unit;
3. consideration of new developments in the total Cooperative Extension program and suggest experiences which will help the student prepare to solve problems being faced by extension workers;
4. consideration of new developments in educational theories and techniques and suggesting changes which will provide more effective learning experiences;
5. reaction from students concerning available extension education courses;
6. reactions from recent graduates concerning their experiences in the graduate program and suggestions for providing more effective experiences; and
7. appraising the learnings and experiences provided in the student's plan of study.

Extension Inservice Training Program

The inservice training program of the Cooperative Extension Service will vary from one state to another, depending upon the administrative set-up of the organization and the philosophy of the administration toward personnel training. Proposals for the further development of the inservice training program, as presented below, were developed for a setting in which:

1. all state office personnel of the Cooperative Extension Service are responsible to a central administration and are housed together;
2. the extension administration believes in the importance of inservice training to the effectiveness of the total extension program;
3. the supervisory staff is recognized as the important link in the training program;

4. the training program involves training in subject matter and in extension teaching methods; and
5. it is considered important that training activities be based on sound educational principles and techniques.

Administration of the Program

Leadership in the Program: The number of individuals providing leadership or coordination in the inservice training program will depend upon the needs and the administrative organization of the Cooperative Extension Service. In this situation, an individual at the administrative level, serving in a staff capacity, shall be designated responsibility for the program, and representatives from the agricultural and home economics aspects of the Service shall be designated to cooperate in providing leadership in the program.

Special consideration will need to be given to the qualifications of those designated to provide leadership in the program. Desirable qualifications include:

1. a minimum of a master's degree, and preferably a doctorate in Extension Education, Agricultural Education, Home Economics Education, Education, or a closely related field;
2. some successful experience in extension work, preferably at the county and state levels, and preferably in college teaching;
3. knowledge and understanding of the land-grant college system and of the Cooperative Extension Service, and the resident agricultural and/or home economics program in such an institution.
4. a democratic philosophy of education and personal qualities to work cooperatively with staff in the resident and extension areas and individuals in related areas;
5. a firm foundation in educational theory and practice; and
6. the personal qualities needed to work cooperatively with personnel in a staff capacity in such a program.

The responsibilities of those providing leadership in the inservice training program will be concerned with the coordination of the total

inservice training program, which involves planning, executing and evaluating the various aspects of the program. The more specific areas of responsibility shall be:

1. determining training needs of personnel at all levels of the organization;
2. preparing materials to be used in the training program;
3. obtaining staff and other resources for training activities;
4. organizing induction training for new field and central office personnel;
5. organizing inservice training activities for experienced personnel in extension teaching methods and procedures and program planning and projection;
6. organizing training activities for clerical workers;
7. coordinating training in subject matter, including that conducted by specialists and by resident staff in off-campus centers;
8. informing and counseling with extension personnel concerning opportunities for graduate study and other professional improvement;
9. conducting research and studies in the training program; and
10. evaluating the effectiveness of training activities.

Those designated to provide leadership in the inservice training program may also provide effective leadership in the pre-service and graduate training of extension personnel. Therefore, some or all of the individuals working with the inservice training program shall have a joint appointment with the resident area and assume responsibility for:

1. representing the extension area on curriculum committees directly or indirectly involving the training of extension workers at both the undergraduate and graduate levels;
2. serving as adviser to undergraduate students interested in preparing for extension work;
3. serving as adviser to extension workers pursuing a graduate degree, particularly in the field of extension education; and/or
4. teaching designated extension education courses at the undergraduate and/or graduate levels.

Advisory Group: Training of extension personnel shall be a concern of the total central office staff and not just of the individuals designated to provide leadership in the program. In order to facilitate this and to utilize the experiences and services of various people, a state training committee shall be appointed by the administration to serve in an advisory capacity to the program.

The committee shall be advisory to the extension administration through the individuals providing leadership in the program and shall also act as a work group for the program. Functions of the advisory committee will include:

1. considering policies for the program;
2. studying, reviewing and evaluating the program in relation to the needs of personnel;
3. identifying resources needed to carry out the various aspects of the program;
4. developing materials to be used in the training program; and
5. formulating long-range plans for the program.

The membership of the training committee shall come from all levels of the extension organization. Qualified persons from the resident area representing agriculture and home economics shall also be asked to serve on the committee. The size of the group will be dependent upon the size of the organization and the functions outlined for the group.

To give more consideration to the aspects of the total training of extension personnel, three sub-committees shall be organized from the general committee. Each sub-committee will be concerned with one aspect of the total training of extension personnel--pre-service, graduate or inservice training. The sub-committee will study and make recommendations to the state training committee, to the extension administration and to

appropriate individuals in the resident area concerning the further development of the designated aspect of the program.

The general committee shall meet at least once annually, and preferably twice, and the sub-committee shall meet as a group at least once annually and preferably twice.

Administrative Policy: The inservice training program should have confident and informed support of the extension administration. This support should be apparent in a written policy from the office of the administrator. The policy shall be designed to guide rather than dictate action. It is an important means of clarifying the intentions of the administration toward training and in making decisions regarding the program.

Elements to be included in the training policy are: (1) purposes of the training program, (2) objectives of the training program, (3) designated responsibilities for training, (4) provisions for determining needs for training, (5) specific types of authorized training activities, (6) provisions for evaluating the training program, and (7) provisions for accounting to the extension administration concerning the program.

As was pointed out previously, the policy statement shall serve as a guide to action for the program. However, it will not be able to produce the appropriate results unless adequate personnel, time and other resources are made available to put it into effect.

Philosophy, Purposes and Objectives of the Program

Underlying Philosophy: The administrative policy shall clarify and define the administration's philosophy underlying the inservice training program. It shall point out the belief that there should be built into the organization means whereby personnel can keep up-to-date on teaching

methods, policies, procedures, and subject matter of the agency.

Purposes of the Program: Any personal training program should be directed toward clarified purposes and objectives. The extension administration shall clarify the purposes of the entire inservice training program and for each major phase of the program. Over-all purposes of the program shall be to provide opportunities for the extension worker (1) to bridge the gap between his previous preparation and his present educational needs, (2) to develop in ability to more effectively carry out his responsibilities in the extension program, and (3) to continue professional growth.

Areas of Training: The inservice training program shall be comprehensive and continuous. Each employee of the organization will need to develop further competence in areas which will be unique to the individual. However, there are some common areas in which all personnel will probably need to develop further competence.

These common areas shall provide the basis for developing objectives for the training program. Suggested common areas include: (1) the Cooperative Extension Service, (2) the educational process, (3) human development, (4) social systems, (5) leadership development, (6) basic oral, written and visual communications, (7) program development, (8) evaluation, (9) technical subject matter, and (10) the extension worker as a professional person.

Methods of Carrying Out the Program

Identifying Training Needs: An effective inservice training program allows for individual differences in abilities and is based on identified needs of the organization's personnel. Suggested means for determining the training needs of an extension worker include:

1. an analysis of the particular job to be done;
2. an analysis of current socio-economic and technical changes which are causing a shift in program emphasis;
3. an analysis of the individual's background and abilities;
4. a professional improvement plan developed by the individual or cooperatively with the supervisor;
5. observation of the individual by personnel or administrator to whom he is responsible;
6. an analysis of the individual's performance evaluation; and
7. standardized psychological tests.

Several of these above means for determining training needs can be used periodically as a basis for planning a long-time training program.

After training needs have been identified, the organization will need to develop means to determine the priority of these needs. Suggested criteria for determining priority of training needs are indicated by the following questions:

1. How significant to the basic program of the Extension Service is increased skills and abilities of personnel in this area of training?
2. To whom is the training to be given?
3. Is the need felt by those who will be the learners?
4. What training has been given in the past in this area or in closely related areas?
5. What resources and personnel are available and what are additionally needed to provide the training?

Induction Training--New Field Personnel: One of the most important periods in the career of any employee is the first few months on the job. At this time he develops impressions and attitudes that may make or mar his effectiveness as a worker. Therefore, special training shall be provided the new worker to help him develop his full potential. Such training shall provide him with the opportunity to develop desirable attitudes,

work habits, skills and techniques. It shall also provide him opportunity to determine if he is suited to extension work and to give the administrative and/or supervisory staff opportunity to evaluate him as a possible permanent employee.

Areas in which new field workers will probably need to develop competence include: (1) the land-grant college system, (2) the philosophy, functions, objectives and organization of the Cooperative Extension Service, (3) The Federal Extension Service, (4) role of the professional staff member in the extension organization, (5) role of the various personnel to the total organization, (6) relationship of the Cooperative Extension Service to other groups, organizations and agencies, (7) extension educational methods, (8) evaluation, (9) program development, (10) technical subject matter, (11) decision making and management, (12) human development and behavior, (13) techniques of working with local leaders, (14) group processes, (15) counseling techniques, (16) work planning and time management, (17) office procedures and management, and (18) reports and reporting. It shall be recognized that because of previous experiences, all new field personnel will not need the same amount of training in each of these areas. Also, it should be recognized that some areas will need to be given more attention than others.

Activities through which induction training can be provided include: (1) orientation at the state office, (2) training experiences in a county under the supervision of an experienced worker, (3) visits to other counties to observe extension programs in action, (4) new workers' conference, (5) personal conference with the supervisors, administrative staff and subject matter specialists, (6) group training in subject matter, (7) group training in educational methods and communications,

(8) individual study projects, (9) short courses or special workshops, and (10) evaluation conferences with the supervisor during and at the end of the induction training.

Induction Training--New Central Office Personnel: Induction training is as important for new state office staff as for new field staff and shall be considered as an important aspect of the total training program. It shall be planned to provide opportunity for the individual to develop an understanding of his job, and of the total institution and the extension area of which he is a part.

Because of the differences in the various positions at the state level and the educational background and experiences of individuals in such positions, induction training for new central office staff shall be planned on more or less an individual basis.

New central office staff who have not had previous county experience will participate in a period of on-the-job induction training in a county. They will also participate in conferences for new workers or in special short courses and workshops.

Inservice Training--Experienced Field Personnel: After the first year on the job, extension personnel will probably need less training and will need training of a different content nature. The major purpose of this aspect of the training program shall be to help the extension worker to keep up with changes and new developments in the programming, policies and teaching methods of the organization and in technical subject matter in agriculture, home economics and related areas.

Inservice training for experienced field personnel can be provided through such activities as: (1) annual or bi-annual extension conference, (2) district or area conference or workshop devoted to training in

extension teaching methods, (3) district or area subject matter training schools or workshops, (4) special study projects, (5) tours to other counties and/or states, (6) field days at experiment stations, (7) seminars on special problems, (8) state and national professional meetings, (9) Regional and State Extension Schools, and (10) courses at continuing education centers of the institution.

Inservice Training--Experienced State Office Personnel: Inservice training is as important for experienced state office personnel as for any segment of the professional extension staff. The purposes of this aspect of the program shall be to provide opportunity for the worker to keep up with developments in the total Extension Service and to develop further competence for the position for which he or she is responsible.

Because of the differences in responsibilities in the various positions in the state office and the backgrounds and experiences of individuals in these positions, inservice training for this group shall be planned more or less on an individual basis.

Inservice training for experienced state office personnel can be provided through such activities as: (1) annual or bi-annual state-wide conferences, (2) monthly conferences of the central office staff, (3) field days at experiment stations and other research projects, (4) clinics, schools or workshops sponsored by commercial concerns, (5) Regional and State Extension Schools, (6) national extension conferences or workshops, and (7) national, regional or state professional meetings.

Training--Clerical Workers: In addition to the training provided for the professional extension staff, specific training shall also be provided for clerical and secretarial workers of the organization. Training for such workers shall be planned to serve two purposes: (1) to

acquaint them with the extension program at the county, state and national levels, and (2) to help them to develop competence in public relations, communications and general office management.

Areas of training for the clerical staff shall include: (1) the Cooperative Extension Service, (2) meeting the public in person and on the phone, (3) passing out information, (4) filing, (5) records and reports, (6) handling mail, (7) answering correspondence, (8) management of time, supplies and equipment.

Training for clerical workers can be provided through district and/or state-wide workshops or schools, or through individual county and/or supervisory staffs.

Research in the Training Program: Research on personnel training needs, methods, policies and procedures of the program can help to provide a more sound basis for developing the operational effectiveness of the training program. Therefore, personnel providing leadership in the training program and the advisory committee shall identify areas in which research is needed in the training program and initiate such research. Some areas may include: (1) determining training needs of staff, (2) comparatively analyzing the relative value of various methods of teaching, and (3) evaluating the effectiveness of certain aspects of the program.

Evaluation of the Program

At regular intervals the extension organization shall critically examine the scope and objectives of the inservice training program, the organization and administration of the program, the training process and the results of training. Suggested means for evaluating the effectiveness of the program include:

1. consideration of the program by the training committee or other advisory group;
2. opinionnaire or other type of evaluation device administered at the close of a training activity or at the end of certain phases of the program;
3. reports of changes in job-performance of personnel;
4. consideration of new developments in the total Cooperative Extension Service and suggest experiences which will help the extension worker solve problems; and
5. consideration of new developments in educational theories and techniques and suggesting changes which will provide more effective learning experiences.

Extension Research and Field Studies Program

The extension research and field studies program will vary from one situation to another, depending upon the administrative plan of the organization and the philosophy of the administration toward research and studies. Suggestions for the further development of the extension research and field studies program, as presented below, were developed for a setting in which:

1. all state office personnel of the Cooperative Extension Service are responsible to a central administration and are housed together;
2. the extension administration believes in the importance of research and field studies to the effectiveness of the total extension program;
3. it is considered important that research and field studies of the organization be based on sound methodology and techniques;
4. personnel at all levels of the organization are involved, when feasible, in research and field studies projects; and
5. research projects of graduate students may tie into research and field studies being done in the extension program.

Administration of the Program

Leadership in the Program: The number of individuals designated to

provide leadership or coordination in the research and field studies program will depend upon the needs and organization of the Cooperative Extension Service. In this situation, an individual at the administrative level, serving in a staff capacity, shall be designated responsibility for the project, and representatives from the agricultural and home economics aspect of the Service shall be designated to cooperate in providing leadership in the program.

Consideration will need to be given to the qualifications of those designated to provide leadership in this program. Desirable qualifications are:

1. a minimum of a master's degree, and preferably a doctorate in Extension Education, Agricultural Education, Home Economics Education, Education, or a closely related field;
2. successful experience in extension work or other educational agency;
3. knowledge and understanding of the land-grant college system and of the Cooperative Extension Service and the resident and research programs in such an institution;
4. a firm foundation in education and in research methodology and procedures; and
5. personal qualities needed to work cooperatively with staff in such a program.

The responsibilities of those assuming leadership in the program will be concerned with providing assistance and coordination in evaluation, studies and research designed to improve programs, policies and procedures of the extension organization. Specific areas of responsibility shall be:

1. assisting in determining needs for studies;
2. advising the extension administration concerning needed studies and resource allocation for studies;

3. planning, initiating, carrying out and summarizing studies done at the state, district, and/or county levels;
4. obtaining clearance for studies from the Bureau of the Budget;
5. assisting state and county personnel in designing, conducting and/or supervising, and summarizing studies which may be used in other similar situations;
6. developing proposals for projects coordinated through the Federal Extension Service and cooperating with staff in the Federal Service in regional and national studies;
7. developing evaluation devices to be used for extension programs and activities;
8. coordinating extension studies with research being done by the experiment station or other research agencies of the institution;
9. reviewing extension studies from other states and the Federal Extension Service and making available pertinent findings to appropriate personnel; and
10. assisting with extension training activities involving training in evaluation and research methods and techniques.

Those providing leadership in the program shall be available to advise graduate students in Extension Education on research projects. Some or all of them shall have a joint appointment with the resident and extension areas and teach courses or conduct seminars concerned with research methodology.

Advisory Group: An advisory committee can provide valuable service in the planning and expediting of extension research and studies. Such a committee shall be appointed by the administration. It will be advisory to the extension administration through the individuals designated responsibility for the research and studies program. Functions of the committee shall include:

1. considering policies for the research and studies program;
2. reviewing and evaluating the program in relation to the needs of the organization;

3. determining the major areas of extension in which studies are needed;
4. recommending the appropriate priority for proposed studies;
5. formulating long-range plans for the program; and
6. assisting in utilizing the findings of extension research and studies and research from other fields related to extension.

Membership of the committee shall come from a cross section of extension workers, including administrative, supervisory, specialists and county personnel. Qualified persons from the resident and research areas in agriculture, home economics and related areas shall also serve on the committee. The size of the group will be dependent upon the size of the organization and the responsibilities outlined for the group.

Administrative Policy: The extension research and field studies program needs to have confident and informed support of the extension administration. This support should be in a written policy from the office of the administrator. The policy shall guide rather than dictate action. Such a statement can be an important means of clarifying the more specific intentions of the administration toward the program and in making decisions regarding the program.

Elements to be included in the policy statement of the research and studies program are: (1) purposes of the program; (2) areas of the extension program with which the research and field studies program will be concerned; (3) criteria to be used in determining priority and allocation of funds and staff for extension research and studies; (4) relationship of the extension research and studies program to studies conducted by other extension personnel; (5) dissemination of results of findings; (6) relationship of the program to the experiment station and other research agencies of the institution; and (7) relationship of the

program to the Federal Extension Service and the Division of Extension Research and Training.

As was pointed out earlier, the policy statement shall serve as a guide to action for the research and studies program. However, adequate time, staff and other resources will need to be made available in order to produce appropriate results.

Philosophy, Purposes and Objectives of the Program

Underlying Philosophy: The administrative policy shall clarify and define the administration's philosophy underlying the research and field studies program. It shall point out the belief that a continuous study of the clientele being served by the organization and of the effectiveness of the organization is essential to the future development of the total program of the Cooperative Extension Service.

Purposes and Objectives of the Program: As a basis for developing the program, the extension administration and the advisory committee shall clarify the purposes of the program. Suggested purposes of the program are: (1) to provide leadership and guidance in appraising various aspects of the extension program, and (2) to provide guidance and direction for the further development of now existing and/or new programs in the future.

On the basis of these purposes, the program shall be concerned with research and field studies which involve: (1) evaluation of county extension programs, (2) adjustment of programs to meet the needs of the people, (3) analysis of methods used in extension teaching, (4) participation of clientele in extension programming, (5) determining the most effective organizational set-up, (6) program determination, and (7) measuring educational results.

Methods of Carrying Out the Program

Identifying Significant Areas: The extension research and field studies program shall serve the total Agricultural and Home Economics Extension Service rather than certain isolated aspects. Therefore, significant areas of the programs of the organization in which research and studies need to be done shall be identified. The identification of these significant areas shall be done by the project leaders and their associates and/or by the advisory committee to the extension research and field studies program.

Criteria for Selecting and Developing Projects: Suggested criteria to be used in selecting and developing extension research and studies projects are indicated by the following questions:

1. What is the importance of the study to the total extension program?
2. What is the relative importance of the study compared with other studies which are requested?
3. To what extent has the problem been investigated in this state and in other states?
4. What is the demand for the study by personnel at all levels of the organization?
5. Are personnel and resources available to do an adequate study?
6. Is the study based on sound methodology?
7. Should this be investigated by other research programs on the campus rather than the extension organization?

The general procedure which the extension research and field studies program shall follow in communicating the results of studies is to feed-back results to those immediately involved in and concerned with the project. This procedure will be one means of helping staff to maintain interest in the program and to develop an appreciation for research methods.

Dissemination of Findings: Means suggested to disseminate findings of research and studies to resident, research and extension personnel in the institution include:

1. printed publications and other materials in which adaptations are made for the intended audience of the publication;
2. state-wide, district, or state office extension conferences;
3. newsletters and other informal means of communication;
4. informal seminars at which participants may formulate significant implications of the research to the extension program; and
5. circulation of summaries of significant research and studies conducted by extension personnel, the Federal Extension Service, and graduate students.

Evaluation of the Program

Suggested means of evaluating the extension research and field studies program, in keeping with the objectives for this program are:

1. evaluation of the program by the advisory committee on extension research and field studies;
2. consideration of the program by the extension administration; and
3. appraisal of the program by those designated to provide leadership in it.

Program to Coordinate Home Economics Resident, Research
and Extension Relationships

The program to coordinate home economics resident, research and extension relationships in a land-grant institution will vary according to the organizational plan and philosophy of the total home economics program of the institution.

The following proposals for the further development of such a program in a large land-grant institution have been developed for a setting in which the home economics resident and research areas comprise the

home economics unit of the institution. The administrator of the home economics unit assumes over-all responsibility for programs in these areas. Other individuals have been designated specific administrative responsibilities with respect to each of these areas. The total home economics extension program is under a separate administrative set-up within the institution. Other factors involved in the setting include:

1. the extension staff is housed in a different location on the campus from staff in the resident and extension areas;
2. staff in the three areas have opportunity for joint decision-making within each area and between areas; and
3. there is recognition, at the administrative level, for the need of a suitable organizational framework for the coordination of relationships among the areas.

Administration of the Program

Leadership in the Program: The individual designated responsibility for providing leadership in the coordination of home economics resident, research and extension relationships shall have a joint appointment with the home economics unit and the extension area. For more effective working relations, she shall be housed with and divide her time among work responsibilities with both.

Qualification which are desirable for an individual providing leadership in this program include:

1. at least a master's degree and preferably a doctorate in Home Economics;
2. successful experience in extension work, preferably at both the county and state levels, and experience in teaching home economics at the college level;
3. an understanding of the land-grant college system and of home economics resident research and extension areas in a land-grant institution; and

4. a democratic philosophy of education and personal qualities to work cooperatively with staff in the resident, research and extension areas and individuals in related areas.

Responsibilities involved in this position shall include:

1. representing the extension area on the executive committee or administrative council of the home economics unit;
2. representing the resident and research areas at regularly scheduled conferences of the extension staff;
3. representing the extension area on regular committees of the home economics unit, such as the curriculum committee;
4. representing the resident and research areas on some regular committees of the extension area, such as the inservice training committee, the extension research and field studies committee, or planning committees for extension activities;
5. serving as contact person for obtaining assistance of resident, research and extension staffs to participate in activities of the other area;
6. keeping administrator of the home economics unit and the state leader of home economics extension informed of developments and activities in the resident, research and extension areas respectively; and
7. working cooperatively with the administrators of the home economics unit and the state leader of home economics extension in planning and developing the program of work.

In addition to providing leadership in the program to coordinate relationships among the home economics areas, this individual may assume other responsibilities in the home economics unit and/or extension area.

Advisory Group: The coordination of home economics resident, research and extension relationships is a responsibility of the total home economics staff, and not just of the individual designated to provide leadership in the program. Therefore, a group representing the home economics resident, research and extension areas shall be appointed to serve in an advisory capacity to the program. The group will be appointed by the administrator of the home economics unit and the state leader of home economics extension. The size of the group will be dependent

upon the size of the total home economics staff; however, representatives from all levels of the three areas shall be appointed.

The chairmanship of the group may be assumed by the administrator of the home economics unit, the state leader of home economics extension, or the individual designated to provide leadership in the program. However, it is probably more desirable that the administrator or the state leader serve as chairman, and the individual designated to provide leadership in the program be responsible for obtaining and maintaining records of the group.

The advisory group shall meet periodically when needed, and preferably at least once a year. Purposes of the group are:

1. to review past accomplishments in the coordination of home economics resident, research and extension relationships;
2. to develop objectives for more effective coordination of relationships; and
3. to determine suggestions for carrying out the objectives.

Philosophy, Purposes and Objectives of the Program

Underlying Philosophy: The administration of the home economics resident, research and extension areas will need to clarify the philosophy of the total home economics program of the institution and the role and responsibilities of the resident, research and extension areas to the total program. The interrelatedness of the areas within the total home economics program will need to be recognized if the total program is to make its most effective contribution to those it serves.

Staff of the resident, research and extension areas shall have opportunity to develop an understanding of the philosophy underlying the efforts to coordinate relationships among the areas. This can be done most effectively through: (1) joint meetings with the total home

economics staff, (2) joint meetings with resident, research and extension staffs in a subject matter area, and (3) separate meetings of resident, research and extension staffs.

Purposes of the Program: After the philosophy of the interrelatedness of the areas of the total home economics program has been clarified and defined and considered by the staff, the purposes of such a program to coordinate resident, research and extension relationships shall be clarified. The primary purposes of the program shall be: (1) to provide opportunity for the home economics resident, research and extension staffs to develop further understanding of the purposes, objectives and programs of each area, and (2) to increase cooperative endeavors among the areas so that the residents of the state may be more effectively served by the total home economics program of the institution.

Objectives of the Program: On the basis of the purposes of the program, the advisory committee can develop short- and long-time objectives toward which the efforts of coordination of resident, research and extension relationships are to be directed. These shall be presented to the total home economics staff for consideration.

Methods of Carrying Out the Program

New Staff: For a staff member to most effectively contribute to the program with which he or she is working, he needs to have understanding of and appreciation for the philosophy, purposes and objectives of the total program and of the aspect of the program with which he is working. It will be expected that some new home economics resident, research and extension personnel will not have an understanding of the land-grant college system and of the role of the resident, research and extension areas in a land-grant institution. When hiring personnel,

the home economics administrator involved should clarify with prospective staff obligations to cooperative relationships.

Means whereby staff can develop this understanding of and appreciation for the land-grant system and the three areas of home economics include:

1. conferences with administrators of the land-grant institution;
2. seminar for new personnel; and
3. suggested reading lists and publications which are made available to new personnel.

New staff members should also have opportunity to develop an understanding of and appreciation for the situation in which they are working. Therefore, some concerted effort shall be made to help them in this matter.

Means through which new resident, research and extension personnel can gain understanding of the total home economics program include:

1. conferring with administrators and staff in home economics resident, research and extension areas;
2. attending and/or participating in meetings and activities in the three areas of home economics;
3. observing programs in the three areas of home economics;
4. attending seminar for new home economics staff members; and
5. reviewing annual reports, plan of work, bulletins and other materials from the three areas of home economics.

Keeping Informed of Programs in the Resident, Research and Extension

Areas: Resident, research and extension staffs need to be kept informed of developments and activities become involved to a certain extent in the program in each of the three areas. Means through which resident and research staffs can keep informed of developments and activities in the extension area include:

1. joint meetings of the total home economics staff devoted to the extension area;
2. joint meetings of resident, research and extension staffs in a subject matter area devoted to the extension program;
3. sharing of extension annual reports and plan of work with resident and research staffs;
4. accompanying extension personnel on field schedule to attend or participate in extension activities;
5. sharing of publications and other materials of the extension area with the resident and research staffs;
6. assisting with the planning and carrying out of extension activities; involving both youth and adults, at district and state levels; and
7. newsletters and other information from the office of the state leader of home economics extension made available to the resident and research staffs.

Means through which the extension staff can keep informed of developments and activities in the resident and research areas include:

1. attending joint meetings of the total home economics staff;
2. serving on committees of the home economics unit;
3. attending subject matter departmental meetings which include the resident, research and extension staffs;
4. reviewing plan of work, annual report and other materials of the resident and research areas;
5. reviewing newsletters and other correspondence from the administrator of the home economics unit; and
6. assisting with the planning and carrying out of activities in the resident and research areas.

Being Involved in Programs in the Resident, Research and Extension

Areas: Means whereby the resident and research staffs can become involved in the extension program at the county, district and/or state levels are suggested below. The staffs may:

1. accompany extension staff on field schedule to observe and/or participate in county and district meetings and other extension activities;

2. participate in extension inservice training activities which involve technical subject matter;
3. assist with the planning and carrying out of experiences and activities for students and visitors from other countries who are channeled through the Extension Service;
4. assist extension staff with the planning and carrying out of district and state-wide activities involving both youth and adults;
5. assist with the recruitment and selection of extension staff at the state level; and
6. assist with the planning and preparation of bulletins and other teaching materials.

Means whereby the extension staff may become involved in the resident and research areas are suggested below. The extension staff may:

1. participate in some classroom activities;
2. speak to home economics students at all levels to inform them of opportunities in and requirements for extension work;
3. attend meetings and social activities of home economics student groups;
4. assist with the preparation of home economics career leaflets;
5. assist with the planning of experiences and activities for students preparing for extension work in another country;
6. assist with the planning and carrying out of activities of the home economics unit, such as career day programs, alumni meetings, etc.;
7. assist with the recruitment and selection of resident and research staff;
8. participate in curriculum development activities concerned with the total resident program and the pre-service and graduate training of extension workers;
9. share with the resident and research staffs information about changes in family living in the state; and
10. serve in a consulting capacity to home economics research projects.

Sharing of Resources: In most situations, the teaching facilities of the home economics extension area are inadequate to serve activities involving state-wide youth and adult events of inservice training

activities for extension personnel. Therefore, it is suggested that a plan be developed between the state leader of home economics extension and the administrator of the home economics unit concerning the use of classrooms and other resources of the resident and research areas for such extension activities. Likewise, a plan shall be developed between the state leader and the administrator whereby resources of the extension area may be used by the resident and research staffs.

Informal Contacts: One of the most effective means of developing cooperative relations between staff in the three areas of home economics is through events and activities away from the job. Therefore, opportunities shall be provided whereby the resident, research and extension staffs participate jointly in social events and other informal activities. If there is a committee responsible for this in the home economics unit, representatives from the extension area can be invited to serve on it.

Means of Evaluating the Program

Suggested means for evaluating the efforts to coordinate home economics resident, research and extension relationships include:

1. annual meeting of the advisory group to consider progress being made and suggestions for the further development of the program;
2. conferences of the individual designated responsibility for the program, the administrator of the home economics unit, those designated specific responsibilities for the resident and research areas and the state leader of home economics extension to consider the program; and
3. joint meeting of the home economics resident, research and extension staffs to consider the coordination of relationships among the areas.

Summary

After developing criteria which may be used in the revision and further development of the programs included in the study in a land-grant institution and proposals for the further development of these programs in a large land-grant institution, several suggestions were common to the programs. These included:

1. Qualified personnel, whose responsibilities have been carefully defined, shall be selected to provide leadership in the program.
2. An advisory group can be an asset to the planning, expediting and evaluating of the program.
3. The underlying philosophy, purposes and objectives of the program shall be clearly defined and understood by those involved.
4. The methods and techniques of carrying out the program shall be carefully planned and expedited.
5. Provision shall be made for continuous evaluation of the program.

The criteria and proposals developed for the various programs dealt with in this study seem to validate the second and third hypotheses that: a study of the undergraduate and graduate programs for the training of home economics extension workers, the inservice training program for agricultural and home economics extension personnel, the agricultural and home economics extension research and field studies program, and the methods employed to coordinate home economics resident, research and extension relationships in land-grant colleges and universities will:

- (a) provide the basis for developing criteria which may be used in the revision and further development of these programs in a land-grant institution, and
- (b) make it possible to offer suggestions for the further development of these programs in a large land-grant institution.

CHAPTER VII

SUMMARY OF THE STUDY

The present study has been concerned with: (1) the undergraduate program for prospective home economics extension workers, (2) the graduate program in Extension Education for home economics extension workers, (3) the inservice training program for agricultural and home economics extension personnel, (4) the extension research and field studies program, and (5) the program to coordinate home economics resident, research and extension relationships in a land-grant institution.

It was believed that an analysis of the elements of a program and the strengths and suggestions for the further development of the program, as indicated by the administration and/or staff concerned with it, could provide the basis for (1) developing criteria which may be used in evaluating such a program in a land-grant institution, and (2) offering suggestions for the further development of the program in a large land-grant institution.

The purposes of the study were:

1. to identify some of the elements considered to be important in the programs included in this study;
2. to develop a framework for studying the programs included in this study in a group of land-grant institutions;
3. to study the elements in the programs included in this investigation in order to identify some of the similarities and differences in the treatment of the elements and strengths and suggestions for the further development of the program;
4. to develop criteria which may be used in evaluating these programs in a land-grant institution; and
5. to develop proposals for the further development of these programs in a large land-grant institution.

The study was based on the hypotheses that: a study of the undergraduate and graduate programs for the training of home economics extension workers, the inservice training program for agricultural and home economics extension personnel, the agricultural and home economics extension research and field studies program, and the methods employed to coordinate home economics resident, research and extension relationships in land-grant colleges and universities will:

1. reveal some of the similarities and differences of the treatment of elements considered to be important in these programs and strengths and suggestions for the further development of the programs.
2. provide the basis for developing criteria which may be used in the revision and further development of these programs in a land-grant institution.
3. make it possible to offer suggestions for the further development of these programs in a large land-grant institution.

In an attempt to validate the hypotheses, the writer studied the programs named in detail in a selected group of land-grant institutions. In addition, questionnaires were sent to the administrators and/or staff concerned with these programs in 14 other land-grant institutions. Data obtained provided information concerning some of the similarities and differences of the treatment of elements considered to be important in the programs and the strengths and suggestions for the further development of the programs. Criteria which may be used in the revision and further development of these programs in a land-grant institution were developed. Suggestions for the further development of these programs in a large land-grant institution were offered.

No attempt is being made to summarize facts obtained through the study. In actuality, they were summarized and presented previously. The following calls attention to major ideas considered important as a

result of this study.

To be effective, the various programs dealt with in this study should be carefully planned and carried out by well-qualified personnel who work cooperatively under trained leadership and who see themselves not only as an important group in the institution where they are located, but also in the educational world as a whole. Personnel selected to provide leadership in the programs, as well as those with other responsibilities, should be specifically trained for the type of work for which they are employed. The responsibilities of those concerned with the programs should be clearly defined and thoroughly understood by all involved.

The underlying philosophy, purposes and objectives of the program should be clearly defined and understood by all involved. These should be in harmony with the over-all philosophy, purposes and objectives of the resident and/or extension area of which the programs are a part.

The programs should be carefully planned and carried out and should be in harmony with the situation of which they are a part and with the needs, interests and goals of the clientele or areas they serve. They should be continuous in character and based on sound, current methodology and techniques.

Continuous evaluation should be a part of the programs. This should not only measure the results of the programs, but provide information for their further development.

Although each of the programs included in this investigation was studied separately, each is a part of the total on-going educational program of a land-grant institution. For each program to make its maximum contribution it must be integrated and coordinated with the total on-going program of the institution.

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APPENDIX A

CRITERIA FOR SELECTING INSTITUTIONS TO BE INCLUDED IN THE STUDY

CRITERIA FOR SELECTING INSTITUTIONS TO BE VISITED
AND PROGRAMS TO BE STUDIED IN DETAIL

I. Over-all:

- A. The home economics unit, the unit responsible for the graduate program for home economics extension workers, and/or the Cooperative Extension Service are located in one of the large land-grant institutions.
- B. The unit has been recommended for this study by the Division of Extension Research and Training of the Federal Extension Service.
- C. The land-grant institution has three (3) or more of the five (5) programs to be studied.
- D. The administrators in charge of the units involved favor the study and approve of their units being included in the study.

II. Undergraduate program for prospective home economics extension workers:

- A. The home economics unit is located in one of the large land-grant institutions, with large total enrollment in the institution, large number of home economics undergraduate majors, and large number of home economics staff.
- B. The program recommended for prospective home economics extension workers involves training in the areas of general education, home economics subject matter, and professional preparation as suggested by the Extension Training Branch of the Federal Extension Service.
- C. The group selected includes institutions that offer a well-developed undergraduate field (county) experience for home economics students interested in extension work.
- D. The group selected includes at least one institution that offers specialized preparation in Home Economics Extension Education.

III. Graduate program for home economics extension workers:

- A. The institution offers a specialized program in Extension Education for home economics extension workers leading to a master's degree.
- B. The group selected includes institutions that offer a major and/or minor in Extension Education at the doctoral level for home economics extension workers.
- C. The graduate program for home economics extension workers has been offered for five (5) or more years.

IV. Inservice training program for extension personnel:

- A. The program is located in a State Cooperative Extension Service which has a large number of state extension administrative, supervisory, and subject matter specialists staffs.
- B. The State Cooperative Extension Service has an individual or a group of individuals responsible for the inservice training program for extension personnel.
- C. The extension inservice training program involves training for personnel in educational or extension teaching methods as well as in subject matter.

V. Extension research and field studies program:

- A. The program is located in a Cooperative Extension Service which has a large number of state extension administrative, supervisory and subject matter specialists staffs,
- B. The State Cooperative Extension Service has a state leader in extension research and studies who has served in this capacity for three (3) or more years and also an active research and studies committee.
- C. The State Cooperative Extension Service has participated in, at the state or national level, extension research and studies that involved home demonstration programs, 4-H club programs, program planning and evaluation, and extension teaching methods.

VI. Coordination of home economics resident, research and extension relationships:

- A. The home economics unit and the State Cooperative Extension Service is located in one of the large land-grant institutions.
- B. The group selected includes at least one institution that has an individual or group of individuals designated responsibility for the coordination of home economics resident, research and extension relationships.
- C. The group selected includes institutions in which the home economics resident, research and extension staffs are housed together.

CRITERIA FOR SELECTING INSTITUTIONS IN WHICH PROGRAMS WILL
BE STUDIED BY QUESTIONNAIRE

1. The land-grant institution has an undergraduate home economics program.
2. The home economics resident, research and extension staffs are located on the same or on a nearby campus.
3. The State Cooperative Extension Service has an individual or group of individuals designated to assume responsibility for the in-service training program for extension personnel.
4. The State Cooperative Extension Service has an individual or group of individuals designated to assume responsibility for the extension research and studies program.
5. There are representatives of small, medium and large land-grant institutions among the group.
6. There are representatives from each of the four regions, as divided by the Federal Extension Service, among the group.

APPENDIX B

INTERVIEW SCHEDULES

UNDERGRADUATE PROGRAM FOR PROSPECTIVE HOME ECONOMICS
EXTENSION WORKERS

SETTING OF THE PROGRAM

- A. The Home Economics Unit
1. How is the home economics unit organized and administered at your institution?
 2. What are the over-all purposes or objectives of the undergraduate curriculum of the home economics unit?
 3. What type of undergraduate degree or degrees are offered through the home economics unit? What are the over-all bachelor degree requirements common to all curricula in home economics with respect to credit hours, grade points, etc.?
- B. Undergraduate Program
1. Where in the organizational structure of the home economics unit is the area which develops the undergraduate curriculum to prepare extension workers? Is there a specific curriculum offered in Home Economics Extension Education?
 2. Are there connections between the undergraduate program for home economics extension workers and the undergraduate program for agricultural extension workers at your institution? If so, please explain.
- C. Employment Requirements for County Home Economics Extension Workers
1. What are the employment requirements of county home economics extension workers in your state?

ADMINISTRATION OF THE PROGRAM

1. Is there a staff member designated to take leadership in the over-all direction of the undergraduate program for prospective home economics extension workers? If so, who?
2. What assistance has been given by extension personnel in planning the undergraduate curriculum for prospective extension workers?
3. What assistance has been given by resident staff in planning the undergraduate curriculum for prospective extension workers?
4. What assistance has been given by staff of the Federal Extension Service in planning the undergraduate curriculum for prospective extension workers?

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM

1. Do you have a written statement of the basic philosophy or beliefs underlying the undergraduate program which prepares students for extension work? If not, what are some of the

underlying beliefs upon which this program has been built or on which you think such a program should be built?

2. Do you have a written statement of the purposes or functions of the undergraduate curriculum which prepares students for extension work? If not, what are the purposes of this curriculum?
3. What are the objectives or desired outcomes of the curriculum designed to prepare students for extension work? (Are these stated as objectives, desired outcomes, or competencies to be developed by the student?)

RECRUITMENT AND GUIDANCE OF STUDENTS

- A. Informing Students of Opportunities in Home Economics Extension Work
 1. What methods are used to inform undergraduate students of opportunities in and requirements for extension work? At what level are the activities carried out? Who assumes responsibility for the activities? How effective are these methods of recruitment? What recommendations do you have to improve their effectiveness?
 2. Are there opportunities on-campus for students to have contact with state extension personnel and/or with extension activities? If so, please explain.
- B. Guidance and Advisement of Students Interested in Home Economics Extension Work
 1. When does the student indicate intent to major in a particular area?
 2. Are there selection standards for admitting the student into the professional Home Economics Extension Education curriculum?
 3. Who serves as the advisor to undergraduate students interested in extension?
 4. At your institution, are there undergraduate scholarships specifically available to students preparing for extension work? If so, how many, by whom are they provided, and what is the range of financial assistance?

PROGRAM OF STUDY

- A. Common Requirements for All Home Economics Students
 1. What non-home economics courses are common to all undergraduate curricula offered through the home economics unit?
 2. What basic or core courses in home economics are common to all undergraduate curricula offered in home economics?
- B. Additional Non-Home Economics Courses Required for the Home Economics Extension Curriculum

1. What additional courses outside the area of home economics, which support the professional Extension curriculum, are required for prospective extension workers?
- C. Additional Requirements in Home Economics for the Home Economics Extension Curriculum
1. What technical home economics subject matter courses, beyond the common requirements, are required for the curriculum preparing students for extension work?
- D. Professional Education Courses for the Home Economics Extension Curriculum
1. What professional education courses are required for the Home Economics Extension curriculum?
- E. Professional Extension Education Courses
1. What is the name of the course? Through which department in the institution is the course offered? At what level is the course offered? How many credits does the course carry?
 2. Is the course open to both men and women, or only to women? Are there prerequisites for the course? If so, what? What is the description of the course?
- F. Undergraduate Field or County Experience
1. What type of field or county experience is offered prospective home economics extension workers? Is it offered during the school year or during the summer months? At what level is it offered? What is the length of the experience?
 2. Is college credit given for the experience? If so, how many credits? Does the student receive any financial aid? If so, please explain the source and amount.
 3. What are the objectives or desired outcomes of the field experience? Is it generalized or specialized in nature--do students work only with adults, only with youth, or with both adults and youth?
 4. How are the candidates selected for the experience? What are the prerequisites or professional requirements?
 5. What criteria are used in selecting the county for the experience? By whom is the selection made?
 6. Who assumes responsibility for supervising the experience? Describe the supervisory process. What training, directions, or special helps are given the agent who works with the student in the experience? Who is involved in the planning of learning experiences and activities for the participant?
 7. What type of orientation is the student given before the experience?

8. Are there written report requirements for the participant? If so, describe.
9. What type of evaluation is done during and following the experience? Who participates in the evaluation?
10. What has been the trend in the number of participants in the experience? What per cent of those who have had the experience enter into extension work?
11. What suggestions do you have for improving the effectiveness of the experience?

G. Electives

1. What other non-home economics courses are recommended as electives for students interested in extension work?
2. What other technical home economics subject matter courses are recommended as electives for students interested in extension work?
3. What other professional education courses are recommended as electives for students interested in extension work?

H. Comparison of Home Economics Extension Curriculum with Home Economics Teaching Curriculum

1. In general, how does the curriculum for extension workers differ from the curriculum preparing for teaching home economics at the secondary level?

I. Students From Other Countries

1. Do you have students from other countries in your undergraduate program for home economics extension workers? If so, how are their programs of study planned? Basically, how does it differ from that for extension workers in our own country?
2. What suggestions do you have for improving the effectiveness of the undergraduate program for extension workers from other countries?

METHODS OF EVALUATING THE PROGRAM

1. What methods are used to evaluate your undergraduate program which prepares students for home economics extension work? By whom is the evaluation done?
2. What do you consider as being strengths in the present undergraduate program that prepares students for extension work?
3. What do you consider as being suggestions for improving the present undergraduate program that prepares students for extension work?

4. What do you consider to be the elements of criteria by which one may evaluate an undergraduate program which prepares students for extension work?

GRADUATE PROGRAM IN EXTENSION EDUCATION FOR HOME ECONOMICS
EXTENSION WORKERS

SETTING OF THE PROGRAM

1. What graduate degree or degrees are offered in the area of Extension Education by your institution?
2. How are graduate programs organized and administered at your institution?
3. Where in the organizational structure of your institution is the area which develops the graduate curriculum in Extension Education for home economics extension workers? Are there connections between the graduate program for home economics extension workers and the graduate program for agricultural extension workers?

ADMINISTRATION OF THE PROGRAM

1. Is there a staff member designated to take leadership in the over-all direction of the graduate program in Extension Education? If so, explain.
2. Do you have an interdepartmental committee to serve in a coordinating capacity for the graduate program in Extension Education? If so, describe its membership, selection and functions.
3. What assistance has been given by the resident staff in planning the graduate curriculum in Extension Education?
4. What assistance has been given by extension personnel in planning the graduate curriculum in Extension Education?
5. What assistance has been given by the Federal Extension Service staff in planning the graduate program in Extension Education?
6. What methods are used to determine graduate needs of home economics extension personnel in your own state? How do you plan for a comprehensive graduate program with continuity (how do you plan for work offered during the winter and spring terms and during the summer session)?

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM

1. Do you have a written statement of the basic philosophy or beliefs underlying the graduate program in Extension Education for home economics extension workers? If not, what are some of the underlying beliefs on which this program has been built, or on which you think such a program should be built?

2. Do you have a written statement of the purposes or functions of the graduate program in Extension Education for home economics extension workers? If not, what are the purposes of this program?
3. What are the objectives or desired outcomes of the graduate program in Extension Education for home economics extension workers? (Are these stated as objectives, desired outcomes, or competencies to be developed by the student?)

RECRUITMENT AND GUIDANCE OF STUDENTS

- A. Informing Extension Workers of Opportunities for Graduate Study
 1. What type of promotional activities are used for your graduate program in your own state? out-of-state?
 2. What fellowships or scholarships are specifically available for students pursuing graduate work in Extension Education? By whom are they provided? What is the range of financial assistance?
 3. Are graduate teaching and research assistantships available for extension workers at your institution? If so, explain the responsibilities assumed by the recipient and the range of financial assistance.
- B. Requirements for Admission to Graduate Study
 1. What are requirements for admission to the program in Extension Education at the master's level? at the doctoral level?
 2. Does the student take a battery of tests before or shortly after entering the graduate program at the master's level? at the doctoral level? If so, explain the type of tests used and the use made of the results.
- C. Guidance and Advisement of Students
 1. Who supervises the student's program of study? How is this person selected? Does the student have an advisory committee? If so, who serves on the committee? By whom are the committee members appointed? What are the functions of the committee?

PROGRAM OF STUDY

- A. Requirements for the Degree
 1. What are the course credit, grade-point, residence and other requirements for the master's degree? for the doctor's degree?
- B. Major and Minor Areas of Study
 1. What is the major emphasis of graduate work in Extension Education at the master's level? at the doctoral level? What are the minor areas that may be selected at the master's level? at the doctoral level? How are the credit hours distributed among the major and minor areas of study at the master's level? at the doctoral level?

2. Is there a minimum core of professional extension education courses to be included in each student's plan of study? If so, what courses? If there is no minimum core of courses, what courses in extension education are suggested for the student's plan of study?
 3. Beyond the minimum core of courses or recommended courses in extension education, what are the fields from which other courses are drawn for the student's plan of study?
 4. Do you have an orientation class or seminar for graduate students in Extension Education? If so, explain.
 5. Does the student take course work in statistics at the master's level? at the doctoral level? If so, what is the minimum requirement and through which department is the course taken?
 6. What type of course does the student take in research techniques at the master's level? at the doctoral level?
- C. Professional Extension Education Courses
1. What is the name of the course? Through which department in the institution is the course offered? How many credits does it carry?
 2. Are there prerequisites for the course? If so what? What is the description of the course?
- D. Research Requirement
1. What is the research requirement at the master's level? at the doctoral level?
- E. Students From Other Countries
1. Do you have students from other countries in your graduate program for home economics extension workers? If so, how are their programs of study planned? Basically, how does it differ from that for home economics extension workers in your own country?
 2. What suggestions do you have for improving the effectiveness of the graduate program for home economics extension workers from other countries?

METHODS OF EVALUATING THE PROGRAM

1. What methods are used to evaluate the graduate program in Extension Education for home economics extension workers at your institution? By whom is the evaluation done?
2. What do you consider as being strengths in the present program as offered by your institution?
3. What do you consider as being suggestions for improving the present program as offered by your institution?

4. What do you consider to be elements of criteria by which one may evaluate the graduate program in Extension Education for home economics extension workers?

EXTENSION INSERVICE TRAINING PROGRAM

SETTING OF THE PROGRAM

1. How is the Cooperative Extension Service organized and administered at your institution?
2. Where in the organizational structure of the Extension Service is the project which develops the inservice training program?

ADMINISTRATION OF THE PROGRAM

1. Do you have a written statement concerning the administrative policies and procedures of the inservice training program?
2. As the extension specialist in inservice training, what are your role and responsibilities in the extension training program? What is your relationship to the resident instruction staff responsible for the area of Extension Education at the undergraduate and/or graduate levels?
3. Do you have a state committee on inservice training? If so, describe its membership and functions.

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM

1. Do you have a written statement of the philosophy or beliefs underlying the extension inservice training program? If not, what are the underlying beliefs upon which the program has been built in your situation?
2. Do you have a written statement of the purposes or functions of the program? If not, what are the purposes of this program in your situation?
3. What are the over-all objectives of the program? (Are these stated as objectives, desired outcomes, or competencies to be developed by the worker?)

FRAMEWORK OF THE PROGRAM

- A. Identifying Training Needs of Extension Personnel
 1. What methods are used to identify training needs of extension personnel?
 2. Do you have a plan for the professional development of each extension worker? If so, please explain.
 3. How do you allow for wide differences in abilities and experiences of extension personnel in your training program?
- B. Inservice Training for New Field Personnel
 1. What are the purposes and/or objectives of induction training for new field personnel?

2. Through what types of activities is induction training carried on? Describe the activity, topics included, types of materials used, by whom the activities are conducted, and the selection of personnel to attend.
 3. Do you use trainer counties for the training of new field personnel? If so, what criteria are used for selecting the county?
 4. Do you have a handbook for new field personnel? If so, describe its organization and content.
 5. How effective is the induction training aspect of the program? What suggestions do you have to improve its effectiveness?
- C. Inservice Training for Experienced Field Personnel
1. What are the purposes and/or objectives of the inservice training program for experienced field personnel?
 2. Through what types of activities is the inservice training for experienced field personnel carried on? Describe the activity, topics included, types of materials used, by whom the activities are conducted, and the selection of personnel to attend.
 3. Do you have a handbook for experienced field personnel? If so, describe its organization and content.
 4. Do you have special training for field personnel who have been designated as the administrator of a county program? If so, please describe.
 5. How effective is your inservice training for experienced field personnel? What suggestions do you have to improve its effectiveness?
- D. Inservice Training of Central Office Staff
1. Do you have induction training for new specialists? If so, what are the purposes of this aspect of the program? Through what types of activities is the induction training for new specialists carried on?
 2. Describe the inservice training for experienced subject matter specialists.
 3. Do you have induction training for new supervisory and administrative personnel? If so, please describe.
 4. Describe the inservice training for experienced supervisory and administrative personnel.
- E. Inservice Training for Clerical Personnel
1. Do you have inservice training for clerical workers? If so, please describe.

2. How effective is the inservice training for clerical workers? What suggestions do you have to improve its effectiveness?
- F. Research in the Inservice Training Program
1. Is there research concerning the extension inservice training program being carried on? If so, what types are presently being carried on?

METHODS OF EVALUATING THE PROGRAM

1. What methods are used to evaluate your extension inservice training program? By whom is the evaluation done?
2. What do you consider as being strengths in your present program?
3. What do you see as suggestions for improving your present program?
4. What do you consider to be the elements of criteria by which one may evaluate an extension inservice training program?

EXTENSION RESEARCH AND FIELD STUDIES PROGRAM

SETTING OF THE PROGRAM

1. How is the Cooperative Extension Service organized and administered at your institution?
2. Where in the organizational structure of the Extension Service is the project which develops the research and field studies program?

ADMINISTRATION OF THE PROGRAM

1. Do you have a written statement concerning the administrative policies and procedures of the research and field studies program?
2. As an extension specialist in research and field studies, what are your role and responsibilities in the program? What is your relationship to the resident area? What is your relationship to the Experiment Station and other research agencies of the institution?
3. Do you have a state committee on extension research and field studies? If so, describe its membership and functions.
4. How are proposals for research and field studies initiated in your situation?
5. What assistance have you received from the Federal Extension Service with your research and field studies program?

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM

1. Do you have a written statement of the basic philosophy or beliefs underlying the research and field studies program? If not, what are some of the underlying beliefs on which this program has been built or on which you think such a program should be built?
2. Do you have a written statement of the purposes or functions of the research and field studies program? If not, what are the purposes of this program?
3. What are the over-all objectives of the research and field studies program?

METHODS AND TECHNIQUES USED TO CARRY OUT THE PROGRAM

1. What methods are used to determine needs in research and field studies? What determines the priority of these needs? How do you project long-time needs for research and field studies?

2. Through what procedures are program leaders, subject matter specialists, and field personnel involved in the program?
3. Who assists with the research projects (graduate students, cooperators, hired research workers, etc.)?
4. How are staff members and others trained in research techniques? By whom is the training done?
5. What types of research and field studies are presently underway cooperatively with the Federal Extension Service? in the home economics extension program? in the agricultural extension program? in the 4-H club program? in farm and home development? in extension educational methods? Others?
6. How are findings from research and field studies disseminated?

METHODS OF EVALUATING THE PROGRAM

1. What methods are used to evaluate the research and field studies program? By whom is the evaluation done?
2. What do you consider to be strengths in your present program?
3. What do you consider to be suggestions for improving your present program?
4. What do you consider to be the elements of criteria by which one may evaluate an extension research and field studies program?

COORDINATION OF HOME ECONOMICS RESIDENT, RESEARCH
AND EXTENSION RELATIONSHIPS

SETTING OF THE PROGRAM

- A. The Home Economics Unit
1. How are the resident and research home economics areas organized and administered at your institution?
- B. Home Economics Extension
1. How is the home economics extension program organized and administered at your institution?

ADMINISTRATION OF THE PROGRAM

1. Is there an individual or group of individuals designated to coordinate home economics resident, research and extension relationships at your institution? If so, describe the role and responsibilities involved.
2. Do you have a committee on coordination of home economics resident, research and extension relationships? If so, describe its membership and functions.

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM

1. Do you have a written statement of the basic philosophy or beliefs underlying the program to coordinate home economics resident, research and extension relationships at your institution? If not, what are some of the underlying beliefs on which this program has been built, or on which you think such a program should be built?
2. Do you have a written statement of the purposes or functions of the program to coordinate home economics resident, research and extension relationships at your institution? If not, what are the purposes of this program?
3. What are the objectives of the program to coordinate home economics resident, research and extension relationships at your institution?

METHODS USED TO COORDINATE HOME ECONOMICS RESIDENT, RESEARCH AND EXTENSION RELATIONSHIPS

1. What methods are used to bring about increased understanding and cooperative endeavors between the areas of home economics resident, research and extension at your institution?

METHODS OF EVALUATING THE PROGRAM

1. What methods are used to evaluate the program to coordinate home economics resident, research and extension relationships?

2. What do you consider as being strengths in your present program?
3. What do you consider as being suggestions for improving the present program?
4. What do you consider to be the elements of criteria by which one may evaluate a program to coordinate home economics resident, research and extension relationships?

APPENDIX C

QUESTIONNAIRES

UNDERGRADUATE PROGRAM FOR PROSPECTIVE HOME ECONOMICS EXTENSION WORKERS*

Respondent _____ Title _____

Institution _____

Note: For this study, undergraduate program for the training of prospective home economics extension workers refers to that program at the undergraduate level which is designed to prepare the student for county home economics extension work. In some institutions, this may be a specific curriculum, an option available in a single curriculum, or a plan incorporated in the various curricula offered through the home economics unit.

1. Indicate the type of undergraduate program offered at your institution for prospective home economics extension workers?
 - _____ a professional curriculum in Home Economics Extension Education
 - _____ an option available in a curriculum (please specify the curriculum: _____)
 - _____ a plan incorporated in the various curricula offered in Home Economics
 - _____ others: please specify

2. Are you at present, or do you plan in the immediate future to revise the undergraduate program offered at your institution for students who plan to enter home economics extension work? yes _____ no _____
 If so, what are some of the new directions which you anticipate for this program?

*Sent to administrator of home economics unit.

(over)

3. What do you consider to be strengths in the undergraduate program at your institution which prepares students for home economics extension work?

4. What do you consider to be suggestions for improving the present undergraduate program which prepares students for home economics extension work at your institution?

Listed below are criteria which may be used in evaluating an undergraduate program for prospective home economics extension workers. These have been developed as a result of a detailed study of this program in six land-grant institutions and from a review of literature in the area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below:

In Column 1 check criteria which you think are important
In Column 2 check criteria which you think are slightly important

In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included, please list them below.

Administration of the program

A resident staff member, with knowledge and understanding of the philosophy, purposes, and total program of the Cooperative Extension Service and of the resident home economics area, is designated to provide leadership in the over-all direction of the undergraduate program for prospective home economics extension workers.

Philosophy, Purposes and Objectives of the Program

The undergraduate curriculum recommended for home economics extension workers is flexible enough to provide opportunity for the student to also prepare for other similar professional opportunities.

The program designed to prepare students for home economics extension work is in keeping with the over-all purposes and objectives of the total undergraduate program of the home economics unit.

The desirable competences for home economics extension workers have been defined, and opportunities are provided for the student interested in extension work to develop these competences.

Recruitment and Guidance of Students

Ample provisions are available at the pre-college and college levels for the student to become informed of professional opportunities in home economics extension.

Opportunities are provided whereby the student interested in extension work has contact with the state home economics extension personnel and with some extension activities.

Important 1	Slightly Important 2	Not Important 3

(Over)

UNDERGRADUATE PROGRAM FOR PROSPECTIVE HOME ECONOMICS EXTENSION WORKERS*

Respondent _____ Title _____

Institution _____

Note: For this study, undergraduate program for the training of prospective home economics extension workers refers to that program at the undergraduate level which is designed to prepare the student for county home economics extension work. In some institutions, this may be a specific curriculum, an option available in a single curriculum, or a plan incorporated in the various curricula offered through the home economics unit.

1. Of the home economics extension workers employed in your state during the past three years, indicate the per cent that were graduates of:

the land-grant institution in your state:

100% _____ 99-50% _____ 49-1% _____ none _____

other colleges and universities in your state:

100% _____ 99-50% _____ 49-1% _____ none _____

colleges and universities outside your state:

100% _____ 99-50% _____ 49-1% _____ none _____

2. Indicate the employment requirements for county home economics extension workers in your state:

_____ BS degree in Home Economics

_____ scholastic requirement for entrance into graduate school

_____ undergraduate courses in area of extension education

_____ others (please specify):

*Sent to state leaders of home economics extension

(over)

Listed below are criteria which may be used in evaluating an undergraduate program for prospective home economics extension workers. These have been developed as a result of a detailed study of this program in six land-grant institutions and from a review of literature in the area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below:

- In Column 1 check criteria which you think are important
- In Column 2 check criteria which you think are slightly important
- In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included, please list them below.

Administration of the Program

A resident staff member, with knowledge and understanding of the philosophy, purposes, and total program of the Cooperative Extension Service and of the resident home economics area, is designated to provide leadership in the over-all direction of the undergraduate program for prospective home economics extension workers.

Philosophy, Purposes and Objectives of the Program

The undergraduate curriculum recommended for home economics extension workers is flexible enough to provide opportunity for the student to also prepare for other similar professional opportunities.

The program designed to prepare students for home economics extension work is in keeping with the over-all purposes and objectives in the total undergraduate program of the home economics unit.

The desirable competences for home economics extension workers have been defined, and opportunities are provided for the student interested in extension work to develop these competences.

Recruitment and Guidance of Students

Ample provisions are available at the pre-college and college levels for the student to become informed of professional opportunities in home economics extension.

Opportunities are provided whereby the student interested in extension work has contact with the state home economics extension personnel and with some extension activities.

Important	Slightly Important	Not Important
1	2	3

(Over)

GRADUATE TRAINING FOR HOME ECONOMICS EXTENSION WORKERS*

Respondent _____ Title _____

Institution _____

Note: For this study, graduate study or graduate work implies a program of study toward a graduate degree at the master's and/or doctoral levels with emphasis on Extension Education.

1. What per cent of the county home economics extension workers in your state have a master's or doctor's degree?
 100% _____ 99-75% _____ 74-50% _____ 49-25% _____ 24-1% _____ none _____
 What per cent of the home economics extension subject matter specialists of your Extension Service have a master's degree?
 100% _____ 99-75% _____ 74-50% _____ 49-25% _____ 24-1% _____ none _____
 What per cent of the home economics extension subject matter specialists of your Extension Service have a doctor's degree?
 100% _____ 99-75% _____ 74-50% _____ 49-25% _____ 24-1% _____ none _____
 What per cent of the home economics extension administrative and supervisory staff have a master's degree?
 100% _____ 99-75% _____ 74-50% _____ 49-25% _____ 24-1% _____ none _____
 What per cent of the home economics extension administrative and supervisory staff have a doctor's degree?
 100% _____ 99-75% _____ 74-50% _____ 49-25% _____ 24-1% _____ none _____

2. Generally speaking, do county home economics extension workers in your state pursue graduate work at:
 _____ your own institution
 _____ other colleges and universities in your state
 _____ colleges and universities outside your state

 Do home economics extension subject matter specialists in your state pursue graduate work at:
 _____ your own institution
 _____ other colleges and universities in your state
 _____ colleges and universities outside your state

 Do home economics extension administrative and supervisory staff in your state pursue graduate work at:
 _____ your own institution
 _____ other colleges and universities in your state
 _____ colleges and universities outside your state

3. Does the county home economics extension worker usually pursue graduate work in:
 _____ Extension Education
 _____ a specialized area of home economics

*Sent to state leader of home economics extension

(over)

_____ an area closely related to home economics (sociology, economics, etc.)
 _____ others: please specify _____

Does the home economics extension subject matter specialist usually pursue graduate work in:

_____ Extension Education
 _____ a specialized area of home economics
 _____ an area closely related to home economics (sociology, economics, etc.)
 _____ others: please specify _____

Does the home economics extension administrative and supervisory staff usually pursue graduate work in:

_____ Extension Education
 _____ a specialized area of home economics
 _____ an area closely related to home economics
 _____ others: please specify _____

4. What do you consider to be strengths in the graduate program or programs through which home economics extension workers in your state pursue graduate degrees:
5. What do you consider to be suggestions for improving the graduate program or programs through which home economics extension workers in your state pursue graduate degrees?

Listed below are criteria which may be used in evaluating a graduate program at the master's and/or doctoral levels in Extension Education for home economics extension workers. These have been developed as a result of a detailed study of this program in four land-grant institutions and from a review of literature in the area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below:

In Column 1 check criteria which you think are important

In Column 2 check criteria which you think are slightly important

In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included, please list them below.

Administration of the Program

A resident staff member, with knowledge and understanding of the philosophy, purposes, and programs of the Cooperative Extension Service and of the total graduate program of the institution, is designated to provide leadership in the over-all direction of the graduate program for home economics extension workers in Extension Education.

An interdepartmental committee of resident and extension personnel serve in an advisory capacity to the graduate program.

The policies or regulations for the graduate program is in keeping with the over-all policies of the total graduate program of the institution.

Entrance requirements into the graduate program stipulate that the individual have had reasonable experience in the Cooperative Extension Service or other similar educational agency.

Philosophy, Purposes and Objectives of the Program

The graduate program for home economics extension workers in Extension Education is an interdepartmental program emphasizing an interdisciplinary approach.

The underlying philosophy and purposes of the graduate program in Extension Education have been defined and clarified.

Important 1	Slightly Important 2	Not Important 3

(over)

The desirable competences for home economics extension workers at the graduate level have been defined and opportunities are provided for the student to develop these competences.

Recruitment and Guidance of Students

The unit responsible for the graduate program makes available ample provisions for home economics extension personnel, both in-state and out-of-state, to become informed of opportunities for graduate study.

Graduate students in Extension Education are advised by a staff member who has had recent experience with and/or has direct contact with the Cooperative Extension Service.

Plan of Study

The requirements of the graduate program are flexible enough to allow for an individual's educational background, experiences and future aspirations.

A group of professional extension education courses are a part of each student's plan of study.

The student's plan of study provides her with experiences in which she can gain knowledge and develop understanding of research techniques, and she is required to apply some of these techniques to some aspect of the Cooperative Extension Service.

Evaluation of the Program

Provisions are made for continuous evaluation of the graduate program for home economics extension workers in Extension Education.

Others

1-Important	Slightly 2-Important	Not 3-Important

If you would like a copy of the summary of this survey, check here. _____
 Please return in the self-addressed, stamped envelope by February 20, 1961
 to: Betty Jean Brannan, College of Home Economics, Oklahoma State
 University, Stillwater, Oklahoma.

EXTENSION INSERVICE TRAINING PROGRAM*

Respondent _____ Title _____

Institution _____

Note: For this study, inservice training is that phase of organized learning experience which is provided employees by the agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures, as well as current technical research findings. It includes induction training for new workers and on-the-job training in both subject matter and in educational methods for experienced personnel at all levels of the organization. It does not include courses taken as a part of a planned graduate study program leading to an advanced degree. (Definition used by the National Task Force on Co-operative Extension Service Inservice Training.)

1. Do you have an individual who assumes responsibility for the extension inservice training program? yes _____ no _____
If so, briefly describe the role and responsibilities involved in this position:

2. Do you have an organized induction training program for:
 new field personnel? yes _____ no _____
 new subject matter specialists? yes _____ no _____
 new supervisory personnel? yes _____ no _____
 new administrative personnel? yes _____ no _____

Does your induction training program include training in extension teaching methods? yes _____ no _____

- Do you have an organized training program for:
 field personnel who have been employed two or more years?
 yes _____ no _____
 experienced subject matter specialists? yes _____ no _____
 experienced supervisory personnel? yes _____ no _____
 experienced administrative personnel? yes _____ no _____

Does your training program for experienced personnel include training in extension teaching methods? yes _____ no _____

*Sent to the administrator of the Cooperative Extension Service

(over)

3. What do you consider to be strengths in your present extension inservice training program?

4. What do you consider to be suggestions for improving your present extension inservice training program?

Listed below are criteria which may be used in evaluating an inservice training program for agricultural and home economics extension personnel. These have been developed as a result of a detailed study of this program in four land-grant institutions and from a review of literature in the area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below.

In Column 1 check criteria which you think are important

In Column 2 check criteria which you think are slightly important

In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included, please list them below.

Administration of the Program

An individual or group of individuals, with understanding of the educational process and of the Cooperative Extension Service is designated to provide leadership in the extension inservice training program.

An advisory group, representing all levels of the extension organization and the resident area, serves in an advisory capacity to the administration concerning the extension inservice training program.

An administrative policy concerning the extension inservice training program has been formulated by the administration and made available to personnel at all levels of the organization.

Philosophy, Purposes and Objectives

The underlying philosophy of the extension inservice training program has been defined and clarified.

The purposes and objectives of the extension inservice training program have been defined and clarified.

Methods of Carrying Out the Program

Training needs of extension personnel have been identified, and the training program is based upon helping the individual to meet his own needs.

Important 1	Slightly Important 2	Not Important 3

(over)

An induction training program is provided new field personnel so that they may become acquainted with the extension organization at county and state levels, its philosophy, purposes and objectives, and develop an understanding of the job and responsibilities involved.

An induction training program is provided new central office personnel so that they may become acquainted with the extension organization at the county and state levels, its philosophy, purposes and objectives, and develop an understanding of the job responsibilities involved.

Training is provided experienced extension personnel so that they may keep abreast of changes and new developments which are taking place in the total extension organization.

The inservice training program involves training in both subject matter and in extension teaching methods.

Evaluation of the Program

Provisions are made for continuous evaluation of the extension inservice training program.

Others.

Important	Slightly Important	Not Important

If you would like a copy of the summary of this survey, check here. _____
 Please return in the self-addressed, stamped envelope by March 1, 1961
 to: Betty Jean Brannan, College of Home Economics, Oklahoma State
 University, Stillwater, Oklahoma

EXTENSION RESEARCH AND FIELD STUDIES PROGRAM*

Respondent _____ Title _____

Institution _____

Note: For this study, the extension research and field studies program refers to that area in the Extension Service that concerns itself with an inquiry into the needs and interests of people served by the organization and with an evaluation of its programs, policies, procedures, and teaching methods used in its various areas.

1. Do you have an individual who assumes responsibility for the extension research and field studies program? yes _____ no _____
If so, describe briefly the role and responsibilities involved in this position:

2. Briefly describe the scope of the extension research and field studies program in your Extension Service.

*Sent to the administrator of the Cooperative Extension Service

(over)

3. What do you consider to be the strengths in your present extension research and field studies program?

4. What do you consider to be suggestions for improving your present extension research and field studies program?

Listed below are criteria which may be used in evaluating an extension research and field studies program. These have been developed as a result of a detailed study of this program in two land-grant institutions and from a review of literature in the area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below.

In Column 1 check criteria which you think are important

In Column 2 check criteria which you think are slightly important

In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included please list them below.

Important 1	Slightly Important 2	Not Important 3

Administration of the Program

An individual or group of individuals, with understanding of research methods and techniques and of the Cooperative Extension Service, is designated to provide leadership in the extension research and field studies program.

An advisory group, representing all levels of the extension organization and the resident and research areas of the institution, serves in an advisory capacity to the administration concerning the extension research and field studies program.

An administrative policy concerning the extension research and studies program has been formulated by the administration and made available to personnel at all levels of the organization.

Philosophy, Purposes and Objectives

The underlying philosophy of the extension research and field studies program has been defined and clarified.

The purposes and objectives of the extension research and field studies program have been defined and clarified.

Methods of Carrying Out the Program

Criteria to be used in selecting extension research and studies projects have been developed and are used when considering and developing projects.

Significant areas for extension research and studies have been defined in all major programs with which the organization is concerned, and projects are carried on which contribute to these areas,

Provisions are made for training extension personnel in basic research and evaluation principles and techniques that have application in their own program situation.

Personnel at all levels of the extension organization are involved, when appropriate, in extension research and studies projects.

Findings of extension research and studies are disseminated to appropriate extension, resident and research personnel, and to other organizations and agencies in a usable manner.

Evaluation of the Program

Provisions are made for continuous evaluation of the extension research and studies program.

Others

1 Important	2 Slightly Important	3 Not Important

If you would like a copy of this summary of this survey, check here. _____
 Please return in the self-addressed, stamped envelope by March 1, 1961
 to: Betty Jean Brannan, College of Home Economics, Oklahoma State
 University, Stillwater, Oklahoma.

**COORDINATION OF RESIDENT, RESEARCH AND EXTENSION
HOME ECONOMICS RELATIONSHIPS***

Respondent _____ Title _____

Institution _____

Note: For this study, coordination of resident, research and extension home economics refers to the methods employed to increase understanding and bring about cooperative endeavors between the three areas of home economics in a land-grant institution.

1. Is there a person or group of persons designated to coordinate resident, research and extension home economics at your institution?
yes _____ no _____
If so, briefly describe the role and responsibilities of this individual or group of individuals:

2. Briefly describe the methods employed to increase understanding and bring about cooperative endeavors between these three areas of home economics at your institution:

*Sent to the administrator of the home economics unit and the state leader of home economics extension.

(over)

3. What do you consider to be strengths in your present program to coordinate resident, research and extension home economics at your institution?

4. What do you consider to be suggestions for improving your present program to coordinate resident, research and extension home economics at your institution?

Listed below are criteria which may be used in evaluating a program to coordinate home economics resident, research and extension relationships in a land-grant institution. These have been developed as a result of a detailed study of this program in six land-grant institutions and from a review of literature in this area.

Will you please give your judgment of the criteria by placing a check (x) in the appropriate column according to the directions given below:

- In Column 1 check criteria which you think are important
- In Column 2 check criteria which you think are slightly important
- In Column 3 check criteria which you think are not important

If there are other criteria which you think should be included, please list them below.

Administration of the Program

An individual at the administrative level, who has knowledge and understanding of the home economics resident, research and extension areas of the institution, is designated responsibility for the coordination of home economics resident, research and extension relationships.

A group representing home economics resident, research and extension areas of the institution serves in an advisory capacity to the program to coordinate home economics resident, research and extension relationships.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the interrelationship of the home economics resident, research and extension areas has been defined and clarified.

The purposes and objectives of the program to coordinate home economics resident, research and extension relationships have been defined and clarified.

Methods Employed to Coordinate the Areas of Home Economics

Opportunities are provided whereby new home economics resident, research and extension personnel may gain knowledge and develop understanding of the land-grant college system and the role of the home economics resident, research and extension areas in a land-grant institution.

Important 1	Slightly Important 2	Not Important 3

Opportunities are provided whereby new home economics resident, research and extension personnel may gain knowledge and develop understanding of the home economics resident, research and extension areas of the institution in which they are employed.

Opportunities are provided whereby the home economics resident and research staffs are kept informed of developments and activities of the home economics extension area and of related activities and developments in the Cooperative Extension Service.

Opportunities are provided whereby the home economics extension staff is kept informed of developments and activities of the home economics resident and research areas.

The home economics resident and research staffs are involved, whenever feasible, in the home economics extension program at county, district and state levels.

The home economics extension staff is involved, whenever feasible, in the home economics resident and research programs.

Evaluation of the Program

Provisions are made for continuous evaluation of the program to coordinate home economics resident, research and extension relationships.

Others

Important 1	Slightly Important 2	Not Important 3

If you would like a copy of the summary of this survey, check here. _____
 Please return in the self-addressed, stamped envelope by February 20, 1961
 to: Betty Jean Brannan, College of Home Economics, Oklahoma State
 University, Stillwater, Oklahoma.

APPENDIX D

**DESCRIPTIVE CASE STUDIES OF THE UNDERGRADUATE PROGRAM FOR PROSPECTIVE
HOME ECONOMICS EXTENSION WORKERS IN SIX LAND-GRANT INSTITUTIONS**

1. CORNELL UNIVERSITY

Setting of the Program

The Home Economics Unit

The New York State College of Home Economics at Cornell University is one of the professional colleges of the State University of New York. As such, it was a separate administrative unit of the State University and of Cornell University.

There are seven departments in the College: Child Development and Family Relationships, Food and Nutrition, Home Economics Education, Household Economics and Management, Housing and Design, Institution Management, and Textiles and Clothing. An eighth department, that of Extension Teaching and Information, is a joint department with the New York State College of Agriculture.

The aim of the College, in its undergraduate program, is to guide each student in the use of educational opportunities made available by the College of Home Economics, Cornell University and the community, toward effective functioning: (1) in her individual living and as a member of society as a whole; (2) in homemaking; and (3) in a vocation other than that of homemaking to which home economics has a major contribution to make.

A Bachelor of Science degree is offered through the College. Requirements for the degree are the completion of 120 semester credit hours of required and elective work. An additional four credits of physical education is required. A cumulative average of at least 70 out of a possible 100 is also required.

The Undergraduate Program for Extension Workers

An undergraduate curriculum in Extension is offered through the College of Home Economics. This is a recommended curriculum. Students who had not followed it may enter extension work.

Employment Requirements for County Home Economics Extension Workers in New York

To qualify for a home demonstration agent position or a 4-H club agent position in New York, the individual must have earned an undergraduate degree in Home Economics from an accredited college or university. She must also have an interest in people and a willingness to work with them, ability to teach and to help others to teach, professional interest in the job and in continued professional improvement, and be able to legally operate a car.

Administration of the Program

The Coordinator of Resident Instruction of the College of Home Economics assumes responsibility for coordinating the total undergraduate

curriculum and also of the individual curricula offered by the College.

The recommended curriculum in Extension was developed in 1945 by the Joint Committee on Home Economics Extension and Resident Staffs for Training of Home Demonstration and 4-H Agents.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the undergraduate program of the College of Home Economics is that the curricula should be flexible so as to provide for individual differences.

The purpose of the undergraduate curriculum in Extension is to prepare students for extension work as a home demonstration agent or a 4-H club agent. However, the flexibility of this curriculum allows the student opportunity to prepare for other similar educational or vocational positions in which she may be interested.

Staff of the College have developed objectives which they hope students will achieve as a result of the experiences provided by the undergraduate program. These objectives serve as the basis for all curricula offered through the College. They have been stated in the following manner:

There are certain qualities of feeling, thought, and action which should permeate all of living. . . Students should become increasingly able to think clearly and constructively, to express themselves clearly, concisely, and accurately, to weigh values, and to attack and solve problems. They should be able to make and to be responsible for their own decisions, to take initiative, to assume leadership, and to carry responsibility. With these qualities must be the disposition to use them with social sensitiveness and refinement of feeling to sustain and develop the democratic way of life in its largest sense. This should enable students to meet changing conditions and situations in such a way that they will continue to grow into living that is increasingly intelligent and humane.

For effective functioning in all phases of living a girl should be able to understand herself and to cultivate wholesome relationships with other people; to accept herself and others; to think and live cooperatively with others for common ends; to maintain her own physical and mental health at a high level; to assume responsibilities of citizenship in a democracy and to take an intelligent and active part in community life and in the solution of our social and economic problems; to acquire a stimulating and functioning philosophy of life and to keep a balance of interests and activities that is satisfying and constructive; to cultivate religious living that is meaningful and effective; to develop a capacity for enriching her own life and the lives of others; to develop an appreciation of our social heritage and of the significant thought and social

forces of our time; to sense and add to beauty in every phase of daily living.

In homemaking she should be able, in addition, to deal successfully with those experiences which make up family life and to use all the resources at her command for the welfare of the family and of its individual members.

In a vocation she should be able to find and give satisfaction; to understand the demands of the job, the conditions of work, and the place of the job in its social and economic setting.¹

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension Work

In the freshman orientation course, each student hears and reads about all areas of home economics and about professional opportunities available in each area. The text used in this course was prepared by staff of the College and includes a discussion on extension work. One class session is devoted to a discussion of this topic.

Guidance and Advisement of Students Interested in Extension Work

The administration of the College of Home Economics believes that the counseling of students can be most effectively done by personnel trained in the profession of counseling. Because of this underlying philosophy, a central counseling service has been established in the College.

The counseling service consists of six staff members--four class counselors and two placement directors. This staff is responsible for the personal, academic and professional counseling of all undergraduate students in the College. They also teach the orientation course required of all first-semester freshmen. The Coordinator of Resident Instruction also serves as Chairman of the Counseling Service.

Students interested in a particular vocational or professional area are referred to staff of the College in this particular area. Students interested in home economics extension work are referred to the home demonstration staff or 4-H club staff for supplementary counseling.

Program of Study

Common Requirements for All Home Economics Students

The New York State College of Home Economics requires a minimum of

¹New York State College of Home Economics at Cornell University, Cornell University Announcements, Home Economics, 1960-1961, p. 14.

36 semester credits in non-home economics subject matter for all students in home economics. This includes 30 credit hours in the basic sciences and six credit hours in English. These general education requirements allow much flexibility in each student's program and are distributed as follows:²

Biological Sciences, 6 credit hours (courses must include at least one course in human biology. The remaining work is to be chosen from the following areas: bacteriology, biochemistry, biology, botany, entomology, physiology, and zoology.³).

Physical Sciences, 6 credit hours, (courses must include at least two of the following areas: chemistry, physics, astronomy, meteorology and geology.⁴).

Social Sciences, 12 credit hours, (not more than six hours may be in any one of the following subject matter areas: economics, government, history, psychology, sociology and philosophy. One course each to be taken in the following areas: Area 1, courses which contribute to understanding the behavior of individuals; Area 2 courses which contribute to understanding the social institutions of the society in which the individual lives; Area 3, courses which contribute to understanding the social institutions of contemporary societies other than that in which the individual lives; Area 4, a second course from Area 1, 2 or 3, or a course in any social science exclusive of courses which are technical, mathematical, or highly specialized.⁵).

Basic Science elective, 6 credit hours, (the student may choose courses from the biological sciences, physical sciences or social sciences.⁶).

English, 6 credit hours.

A common core of home economics subjects is required of all undergraduate curricula offered through the College of Home Economics. A

²Ibid., p. 15.

³It is recommended that the student preparing for extension take a 3-credit hour course in biology or physiology and a 3-credit hour course in bacteriology to fulfill this requirement.

⁴It is recommended that the student preparing for extension take 6-credit hours in foods chemistry and 3-credit hours in physics to fulfill this requirement.

⁵It is recommended that the student preparing for extension take a 3-credit hour course in each of the following areas: psychology, sociology and educational psychology.

⁶It is recommended that the student preparing for extension elect to take a 3-credit course in rural community organizations.

total of 28 credits comprises this requirement and includes:⁷

Counseling Service 100, Orientation, 2 credits
 Child Development and Family Relations 115, The Development of Human Behavior, 3 credits
 Child Development and Family Relations 162, Family Relationships, 3 credits
 Food and Nutrition 103, Elementary Food and Nutrition, 5 credits
 Household Economics and Management 128, Management and the Work of the Home, 3 credits
 Household Economics and Management 130, Economic Conditions in Relationship to the Welfare of Families, 3 credits
 Housing and Design 100, Fundamentals of Design, 2 credits
 Housing and Design 147, Fundamentals of Housing, 2 credits
 Housing and Design 220, Advanced Design, 3 credits
 Textiles and Clothing 170, Textiles, 3 credits

Additional Home Economics Courses Required in the Extension Curriculum

The College of Home Economics requires a minimum of 40 semester credit hours in home economics subjects. This means that the student selects 14 credits in addition to those required in the home economics core courses. It is recommended that the student interested in extension select courses in clothing construction, food preparation, family relationships, management in the home, home furnishings, and home management residence.

Professional Education Courses Required in the Extension Curriculum

No professional education courses are required in the Extension curriculum, however, it is recommended that the student elect courses which are concerned with educational psychology and teaching methods.

Electives in the Extension Curriculum

Requirements for the Bachelor of Science degree offered by the College of Home Economics allows the student 44 credit hours of electives. These may be taken in any area at Cornell University. The student interested in extension is advised to elect courses in government, agricultural economics, and communications.

Comparison of the Extension Curriculum with the Curriculum for Certification to Teach Homemaking in the State of New York

To meet the College of Home Economics graduation requirements, the Homemaking Teaching curriculum has the same general framework of requirements as recommended in the Extension curriculum. To meet state certification requirements, the physical and biological sciences courses emphasizes the physical, chemical and biological aspects of the home. Social science courses place emphasis on understanding the development of social and economic institutions and their effect on the individual.

⁷A description of the courses referred to in this case study can be found in: New York State College of Home Economics at Cornell University, Cornell University Announcements, Home Economics, 1960-1961.

Certification requirements to teach homemaking in the State of New York stipulate that the student complete 40 credit hours in technical home economics subject matter. This requirement is to be distributed in the following manner:⁸

The individual and family in the home and community with emphasis on all aspects of human relations to include child and adolescent behavior, problems at various age levels (including experience with children), family and community relations, education for marriage and parenthood, health of the family and home care of the sick--9 credit hours.

The selection and preparation of food with emphasis on the psychological, sociological, economic, aesthetic and scientific aspects--10 credit hours.

Housing and home management for the individual and family including home planning, furnishings and equipment and their effect on the individual and family. To include residence in the home management house--9 credit hours.

Clothing for the individual and family. To include selection, construction, use and care--6 credit hours.

Additional elective credits in home economics technical subject matter--6 credit hours.

The Teaching curriculum requires 18 credit hours in professional education which places emphasis on the teaching and learning processes at the various age levels. They are to include: philosophy of education, psychology for teachers, methods and materials, and direction, observation and participation in a classroom situation.

Means of Evaluating the Program

The Extension Policy Committee, composed of representatives from the home demonstration and 4-H club programs, have been asked by the Coordinator of Resident Instruction to review the Extension curriculum. The group is to make suggestions to the College administration and staff concerning the program.

⁸New York State College of Home Economics at Cornell University, "Required Curriculum for Certification to Teach Homemaking in the State of New York," September, 1960, (Mimeographed).

2. IOWA STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The College of Home Economics is one of five separate administrative units of the University. It consists of the Departments of Applied Art, Child Development, Food and Nutrition, Home Economics Education, Home Management, Household Equipment, Institution Management, Physical Education for Women, and Textiles and Clothing.

Undergraduate curricula offered through the College include: applied art; child development; food and nutrition (with a major in dietetics, community nutrition, or experimental foods); food and nutrition and related science; home economics for general education; home economics with a major in technical journalism; home economics education; home management; household equipment, or household equipment and related science; institution management (with a major in college food and housing administration, restaurant management, or school food service); and textiles and clothing, or textiles and related science.

Curricula offered through the College are planned to provide for personal development, preparation to carry responsibilities of homemaking and citizenship, and preparation for a professional career.

A Bachelor of Science degree with the major area designated is offered through the College. A minimum of 19⁴ quarter credit hours, including two quarter credits of physical education, is required for graduation. A minimum quality point average of 2.0 out of a possible 4.0 in all courses taken is required; however, some curricula such as Home Economics Education require a higher quality point.

The Undergraduate Program for Extension Workers

Students enrolled in any curriculum offered by the College may prepare for extension, if they consult with the Assistant Extension Director in Charge of Home Economics concerning courses to be taken. Most students planning to enter extension are majors in the Department of Home Economics Education, however some are majoring in other Departments in the College.

The Department of Vocational Education in the College of Agriculture provides undergraduate courses in extension education for agricultural and home economics students interested in extension. The Extension Specialist in Training serves as instructor for the courses,

Employment Requirements for County Home Economics Extension Workers in Iowa

To be employed as a county extension home economist in Iowa, one must have completed an undergraduate degree in Home Economics from a recognized college or university. Other considerations given to an applicant include: (1) Does she have the scholarship requirement that would enable entrance into graduate school (minimum of 2.5)? (2) Has

she had the recommended minimum courses in extension education, or their equivalent? (3) Does she have a vision or concept of home economics and its contribution to personal, home and community living? (4) Does she have a definite interest in working with rural and urban people, and with adults and youth? and (5) Does she have leadership potential, as evidenced through contacts with her and by recommendations?

Administration of the Program

No individual in the College of Home Economics is specifically designated to provide leadership in the over-all direction of the undergraduate program for prospective extension workers. The Department of Home Economics Education assumes responsibility for referring students to the Extension Service and for guiding those interested in choosing elective courses that will supplement the basic education curriculum for extension work.

The Assistant Extension Director has close contact with the resident program and attempts to keep in contact with students interested in extension. She works closely with advisers of students in the College and keeps them informed of personnel needs and opportunities in the Iowa Cooperative Extension Service.

The curriculum committee of the College makes recommendations to the College faculty concerning curriculum changes which affect all undergraduate home economics students. One member of the home economics extension staff serves on this committee.

An extension subject matter specialist from each area meets regularly with the respective Department in the College of Home Economics, and a district supervisor meets with the Home Economics Education Department staff. At these departmental meetings, extension is represented when curriculum changes which might affect the pre-service training of extension workers are considered.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the total undergraduate home economics program is that the student needs fundamental knowledge in home economics and related areas and ability to apply this knowledge in everyday situations. She is encouraged to prepare for a variety of similar vocational positions rather than in one specialized area for a specific position.

Since the educational situation and problems of the county extension home economist are so closely allied to that of the home economics teacher at the secondary level, many of the same educational experiences are considered appropriate for both. However, if the student is interested in extension, she is encouraged to have some additional experiences to better prepare her for this type of work.

Staff of the Department of Home Economics Education have developed a list of characteristic behaviors of an effective home economics educator. Although this list gives special consideration to teachers at the secondary level, it is used as a guide for home economics students interested in extension.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension

Freshman and transfer students are informed of opportunities in home economics extension through the Freshman Orientation course. One class session is devoted to this area. The Assistant Extension Director or another central office staff member meets with the class sections to explain the role of the Iowa Cooperative Extension Service and opportunities for home economists with the organization. She encourages students interested in extension to keep in contact with the extension administrative and supervisory staffs.

A brochure explaining opportunities in home economics extension has been released by the College of Home Economics and the Cooperative Extension Service. This is given to freshman and transfer students through the orientation classes and is used with high school career days and other recruitment opportunities.

A display case in MacKay Hall (the home economics building) is devoted to informing students of the home economics extension program and opportunities in extension.

The extension administrative and supervisory staff attend as many student events as possible in the College of Home Economics. This provides them with opportunities to become acquainted with students and also provides the students with opportunities to become acquainted with and keep in contact with extension personnel.

County extension staffs are encouraged to inform the central office staff of former 4-H club members who are attending Iowa State University. They are also encouraged to keep in contact with these students, either through correspondence or through personal visits when on the campus.

Former 4-H club members have some contact with extension personnel through the Campus 4-H Club. This also provides the student with some opportunity to participate in extension activities, particularly youth activities.

Guidance and Advisement of Students Interested in Extension Work

At the beginning of the sophomore year the student indicates her intent to major in a particular area in the College of Home Economics. She is then assigned an adviser in the department in which she is majoring.

All curricula offered through the College, except Home Economics Education, require the student to have an over-all quality point average

of 2.0 before being admitted and to maintain this average while in the curriculum. The Home Economics Education curriculum requires the student to have a 2.3 quality point average for full admission, and that she maintain the 2.3 average if she continues in the curriculum.

Since the student interested in extension may prepare through any curriculum offered through the College, she meets the quality point average required of the one in which she is majoring. However, to be employed by the Iowa Cooperative Extension Service, the student should have a minimum quality point average of 2.3; although, it is highly desirable that she have a 2.5.

The student interested in extension is encouraged, by her advisor, to consult with the Assistant Extension Director concerning suggested electives for the curriculum in which she is enrolled.

Program of Study

Common Requirements for All Home Economics Students

The general education of students in the College of Home Economics is provided by a group of required courses and by freedom to elect courses. The core of non-home economics courses for all students in the College is made up of 39-40 quarter credits and includes the following:⁹

English 101, 102, and 103, Principles of Composition, 9 credits
 Speech 311, Speech Making, 3 credits
 Economics 241 and 242, Principles of Economics, 6 credits
 Government 215, American Government, 3 credits
 History Option, 6 credits (The student may elect any credits of history)
 Psychology 104, Introduction to Psychology, 3 credits
 Library 106B, Library Instruction, no credit
 Sociology 134, Introduction to Sociology, 3 credits
 Chemistry 105 and 106, General Chemistry, 6 credits
 Chemistry 264, Organic Chemistry, 4-5 credits
 Physics 106, Physics for Home Economics Students, 4 credits
 Zoology 155, Elementary Zoology, 5 credits
 Literature, Mathematics, Modern Language and Philosophy, 10-12 credits (free electives in one or more of these fields)

A common core of home economics subjects is required for all undergraduate students in the College of Home Economics. The core of 39-40 quarter credits is comprised of the following:

Applied Art 103, Basic Design, 4 credits
 Applied Art 261, Basic House Planning and Interior Design, 4 credits

⁹A description of the courses referred to in this case study can be found in: Iowa State University, General Catalog, 1959-1961.

Child Development 236, Principles of Child Development, 3 credits
 Child Development 270, Family Development: The Individual and His Family, 3 credits
 Food and Nutrition 107, Introduction to Food and Nutrition, 3 credits
 Food and Nutrition 208, Foods I, 5 credits
 Home Economics 105, Orientation, 1 credit
 Home Management 174, Management for Daily Living, 3 credits
 Household Equipment 154, Fundamentals of Household Equipment, 3 credits
 Textiles and Clothing 145, Costume Design, 4 credits
 Textiles and Clothing 204, Textiles, 3 credits
 Home Management Option, 3-4 credits (Students in home economics education, household equipment, community nutrition, dietetics, experimental foods and home management select Home Management 474, Home Management House, 4 credits.)

Additional Non-Home Economics Courses Required in the Home Economics Education Curriculum¹⁰

An additional 12 quarter credits of non-home economics courses beyond the common requirement are required for the Home Economics Education curriculum. These courses include:

Bacteriology 200, General Bacteriology, 3 credits
 Biochemistry 301, Biochemistry, 3 credits
 Sociology Option, 6 credits (The student may elect from a prescribed group of courses: Principles of Sociology; Introduction to Anthropology; The Family in Different Cultures; Group Dynamics; or Families and the Professional Person.)

Additional Home Economics Courses Required in the Home Economics Education Curriculum

Beyond the common requirements for all home economics students, the Home Economics Education curriculum requires an additional 26 quarter credits in home economics subject matter. These additional requirements are:

Applied Art 384, Survey of Art, 3 credits
 Child Development 480, Development and Guidance in Later Childhood, 3 credits
 Food and Nutrition 209, Foods II, 3 credits
 Food and Nutrition 303, Family Meal Management, 3 credits
 Food and Nutrition 305, Nutrition and Dietetics, 4 credits
 Home Economics 400, Professional Relations, no credit
 Home Management 488, Family Finance, 3 credits
 Textiles and Clothing 224, Elementary Clothing Construction, 3 credits

¹⁰Since the majority of students interested in extension are majoring in Home Economics Education, this curriculum was studied in detail. Consideration will be given later to those students interested in extension and are majoring in other curricula.

Textiles and Clothing 490, Special Problems, 1 credit

Professional Education Courses Required in the Home Economics Education Curriculum

The Home Economics Education curriculum requires 34 quarter credits in professional education courses. These are taken through the Departments of Psychology, Vocational Education, and Home Economics Education. This requirement consists of the following:

Psychology 234, Developmental Psychology, 3 credits
 Psychology 334, Educational Psychology, 3 credits
 Vocational Education 204, Principles of Education, 3 credits
 Vocational Education 305, Methods of Teaching, 4 credits
 Vocational Education 426, Principles of Secondary Education, 3 credits
 Home Economics Education 405, Observation of Teaching, 2 credits
 Home Economics Education 406, Methods of Teaching Home Economics, 2 credits
 Home Economics Education 407, Supervised Teaching in Home Economics, 8 credits
 Home Economics Education 408, Methods in Adult Education, 3 credits
 Home Economics Education 409, Planning and Evaluating the Home-making Program, 3 credits

Electives in the Home Economics Education Curriculum

The Home Economics Education curriculum allows the student 16-18 free elective credits. These may be taken in home economics subject matter, general education or professional education. The student is encouraged to elect courses from areas outside as well as within home economics.

Recommended Electives for Students Interested in Extension

As previously pointed out, students enrolled in any curriculum may prepare for extension. It is recommended that students in curricula other than Home Economics Education plan to elect Psychology 334, Educational Psychology; Vocational Education 305, Methods of Teaching; and Home Management 475, Home Management House. All students interested in extension are recommended to take Vocational Education 466, Administration and Organization of Extension Education and Vocational Education 467, Methods of Extension Teaching.

It is further suggested that the student elect, from suggested courses, a course in each of the following areas: sociology, communications, home management, household equipment, and textiles and clothing (clothing construction).

Extension Education Courses

Two undergraduate courses in extension education are offered to agricultural and home economics students interested in extension work. They are offered through the Department of Vocational Education in the College of Agriculture and taught by the Extension Specialist in Training.

The courses are Vocational Education 466, Administration and

Organization of Extension Education, 3 credits, and Vocational Education 467, Methods of Extension Education, 3 credits. The first course deals with the history, philosophy, organization and programs of extension education in agriculture and home economics; the relationship of the extension organization to other agencies; and the selection and training of extension personnel. The latter course is concerned with the principles and procedures of instruction and evaluation in extension education.

Undergraduate Field Experience

An undergraduate county employment experience is offered during the summer months by the Iowa Cooperative Extension Service to a select group of agricultural and home economics students. Approximately 30 men and women, of which 12 to 15 are home economics students who have completed their junior year, participate annually in the experience. College credit is not given for the experience. The individual who participates in this is known as an Extension Trainee.

The length of the experience varies from two and one-half months to three months, depending upon the trainee and the county in which she is placed. The student goes into the county before the State Girls' 4-H Club Convention and stays through the Iowa State Fair.

The experience serves four major purposes, namely: (1) to give the student an opportunity to assist with an on-going county extension program, (2) to give on-the-job training to students considering extension work following graduation from college, (3) to provide the central office staff with one means of evaluating the student's work adaptability, understanding of extension, performance abilities and personal qualities for extension work, and (4) to enable the student to be self-analytical in considering her interest in and qualifications for extension following graduation.

Application for becoming an Extension Trainee is made through the Assistant Director's office. The student is interviewed by the Assistant Director. If she has the potential for and is sufficiently interested in extension, it is suggested that she become a candidate for a trainee position. A group of seven central office workers, the Assistant Director and six home economics extension supervisors, as a group, interview each candidate. Recommendations and comments concerning the approval or disapproval are made for each.

Junior home economics students from colleges and universities other than Iowa State may make application. They follow a similar procedure in applying and being interviewed. The policy of the Iowa Cooperative Extension Service is such that students from other states may participate in the experience.

After the candidates have been interviewed, the central office group selects those to participate in the program. A letter confirming the individual's selection as a trainee and the county to which she is assigned is sent from the Assistant Director's office.

There are no prerequisites or professional requirements for the experience. However, the group selecting the trainees are interested

in the same personal and professional qualities in these students as they would be in a candidate for a county extension home economist position.

Selection of the county in which the trainee is to be placed is made by the home economics extension administrative and supervisory staff. Over-all criteria used in making the selection include: (1) Is there a good working relationship between all extension workers in this county? (2) Is there a strong county extension program in progress? (3) Do the county personnel, particularly the county extension home economist, have the ability to train students in such a program? (4) Is the total county situation one in which the trainee would fit? and (5) Do the county personnel, particularly the county extension home economist, want to participate in this program?

In the beginning, sessions were held to train the county extension home economists who were assigned trainees. These were conducted by the supervisory staff. At present, the home economics supervisor confers with the county extension worker involved to help her develop an understanding of her role and responsibilities in the training program. Materials to be used as a guide by the county workers have been developed by the central office staff.

The supervisor serves as a liaison between the county and the trainee. The trainee is directly responsible to the county extension home economist and is under her supervision and that of the extension supervisor.

Prior to going to the county, a general orientation program is held for the trainees. Through conferences, the supervisor helps the trainee to develop a general understanding of the county in which she will be working. In addition, special sessions are planned and conducted by the administrative and supervisory staffs and the Extension Specialist in Training. The purposes of these are to help the student develop further understanding of her role and responsibilities as a trainee and become oriented to projects with which she will be working during the experience.

A written project is required of participants in the program. It involves an activity in which the trainee has opportunity to follow through and complete during the period. The written report is to be concerned with the planning, carrying out and evaluating of the activity. It is submitted to the Assistant Director upon completion of the experience

Several methods are used to evaluate the student's experience. The participant analyzes her own experiences, performance on the job and professional growth as an extension worker with the use of a questionnaire. An analysis sheet of her abilities and potential as an extension worker is filled out by the county extension home economist. Through one or more conferences, the supervisor discusses strengths and suggestions for improvement with the trainee. After the experience is completed, the Assistant Director confers with the participant. The evaluation forms, written reports and other information concerning the

participant become a part of her permanent file in the Assistant Director's office.

The Extension Trainee receives eight dollars per day while on the job. Travel and subsistence expenses for out-of-county meetings are paid on the same basis as for county extension workers. The salary and out-of-county expenses are paid solely from state funds.

Of the home economics students who have participated in the extension trainee program, approximately 50 per cent have entered extension work in Iowa upon graduation from college.

Students From Other Countries

A limited number of undergraduate students from other countries have prepared for home economics extension work at Iowa State University. Such students are usually taking work to supplement their previous training rather than pursuing a degree. In this case, each student's program is planned on the basis of her particular needs and interests.

Means of Evaluating the Program

Staff of the College of Home Economics have been continuously evaluating the common requirements for all home economics students. The Home Economics Education Department has been evaluating the requirements and suggested electives included in the Home Economics Education curriculum. Special consideration has been given to recent graduates in this area and their performance on the job.

The extension administrative and supervisory staffs have been evaluating the job performance of county home economics extension workers. Recommendations, on the basis of this evaluation and new developments in the extension program, have been made to the resident staff for improving the effectiveness of the undergraduate program which prepares home economics extension workers.

3. MICHIGAN STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The College of Home Economics is a separate administrative unit of Michigan State University. There are four departments in the College: Foods and Nutrition; Home Management and Child Development; Institution Administration; and Clothing, Textiles and Related Arts.

Undergraduate majors which provided concentration and depth in specialized fields of home economics and offered in the departments of the College are: foods; dietetics; research in foods and nutrition; child development; child development and teaching; household equipment and home management; institution administration; general clothing and textiles; dress design; retail merchandising; general related arts; and home furnishings (interior design).

Four undergraduate majors combine basic or general requirements in home economics and requirements of the major program of the student's choice. These are home economics teaching, extension, home economics with communication arts, and general home economics.

Curricula offered through the College are designed to prepare the individual for specialization in a professional area of home economics.

A Bachelor of Science degree is offered through the College. A minimum of 192 term credit hours with at least a 2.0 grade-point average is required for graduation.

The Undergraduate Program for Extension Workers

A curriculum in Home Economics Extension is offered. This is an inter-departmental program within the College of Home Economics, with supporting courses from other areas in the University. A limited number of students have taken the curriculum.

The Institute for Extension Personnel Development, an academic unit in both the College of Agriculture and the College of Home Economics, provides one undergraduate course for agricultural and home economics students interested in extension.

Employment Requirements for County Home Economics Extension Workers in Michigan

A Bachelor of Science degree with a major in Home Economics is required for employment as a county extension agent in home economics with the Michigan Cooperative Extension Service. It is highly desirable that the applicant have a scholastic record acceptable for entrance into graduate work.

Administration of the Program

A representative of the administration of the College of Home Economics provides leadership in the development of curricula offered through the College. The resident, research and extension staffs of the College have assisted in planning the undergraduate curriculum for students interested in extension by defining the common requirements for all home economics students. Staff in the University College have defined an undergraduate core of common requirements in general education for all University students.

Representatives from the extension administrative staff have assisted in developing curricula offered by the College of Home Economics by participating in workshops, study groups and staff meetings of the College.

No single department is designated to advise students majoring in Extension. Faculty members from any subject matter area who are familiar with the various general programs of the College serve as student advisers.

Philosophy, Purposes and Objectives of the Program

The undergraduate program offered through the College of Home Economics emphasizes professional specialization. However, most of the curricula are flexible enough to provide the student with opportunities to prepare in related professional areas or to broaden her liberal education.

The purpose of the curriculum in Home Economics Extension is to prepare students for employment with the Cooperative Extension Service as county extension agents in home economics in both adult and 4-H club programs.

The curriculum in Extension was planned to provide experiences for the student to: (1) define her own system of values, (2) develop an understanding of the changing role of the family in our society, (3) develop an understanding of the values held by others, (4) develop an understanding of the changing role of the individual family members in our society, (5) gain some knowledge and understanding of the changes that are taking place in our society as a result of technological advancements, (6) develop an understanding of the basic principles in home economics subject matter and related areas, (7) develop ability in evaluating materials in all areas of home economics, and (8) develop ability in working with adults and youth through educational activities.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension

Home economics students who elect the orientation course are informed

of opportunities in extension. Information concerning the various careers open to professional home economists have been prepared. An explanation of employment opportunities and requirements in extension is included in this material.

Former 4-H club members have some opportunity to keep in contact with extension personnel through the Campus 4-H Club.

Guidance and Advisement of Students Interested in Extension

A freshman student choosing to major in one of the areas in the College of Home Economics dually enrolls in the College and in the University College. She is assigned an academic adviser in the College of Home Economics who assists her with program planning, class scheduling and other matters concerning academic achievement.

At the beginning of the junior year, the student is admitted to a curriculum in the College of Home Economics. She must have completed a minimum of 92 credits acceptable to the College and have a grade-point average of at least 2.0. Also, she must have completed the four general education courses in the University College, the required physical education, and 12 credits in home economics courses.

A staff member who is familiar with the home economics extension program is designated to serve as adviser of students in the Extension curriculum.

Program of Study

Common Requirements for All Home Economics Students

The University College provides a core of general education courses for all undergraduate students at the institution. The program aims to contribute to the following for each individual:

1. Understanding of himself and his fellow man.
2. Understanding of the physical universe in which he lives and of the methods of science.
3. Understanding of the principles of social organization and control.
4. Power to communicate ideas clearly and effectively.
5. Power to think critically and creatively about problems of all kinds.
6. Respect for knowledge and its unrestricted pursuit.
7. Development of a foundation for personal morality and integrity.¹¹

The aims of general education are achieved by providing a core of courses designed especially for the purpose. The University College provides four comprehensive courses of this type. They constitute 45

¹¹Michigan State University, Catalog, 1960-1961, p. 51.

term credits and include:¹²

Communication Skills 111, 112 and 113, Communication Skills, 9 credits

Natural Science 181, 182 and 183, Natural Science, 12 credits

Social Science 231, 232 and 233, Social Science, 12 credits

Humanities 241, 242 and 243, Humanities, 12 credits

Each University College course normally extends through three terms which the student is expected to complete in uninterrupted sequence. The communication skills and natural science courses are required in the freshman year, the social science courses in the sophomore year, and the humanities courses in the sophomore or junior years.

In addition to requirements in the University College, all home economics students are required to complete the following 10 term credits: Health, Physical Education and Recreation, 6 credits (the student is to complete one course in physical education during each term of the freshman and sophomore years), and Psychology 151, General Psychology, 4 credits.

A core of home economics subjects is required of all undergraduate students in the College of Home Economics. The core of 38-39 term credits consists of the following courses:

Foods and Nutrition 100, Elementary Food Preparation, 5 credits, or Foods and Nutrition 200, Food Preparation, 5 credits, or

Foods and Nutrition 219, Chemistry and Foods III, 6 credits

Foods and Nutrition 220, Meal Management, 5 credits

Home Management and Child Development 145, Relations in the Modern Family, 3 credits

Textiles, Clothing and Related Arts 140, Color and Design, 5 credits

Textiles, Clothing and Related Arts 170, Textiles for Consumers, 4 credits

Home Management and Child Development 332, Theory and Application of Home Management, 4 credits

Home Management and Child Development 335, Family Finance, 4 credits

Home Management and Child Development 362, Child Study, 4 credits

Textiles, Clothing and Related Arts 393, Home Planning and Furnishings, 4 credits

In addition to this core requirement in home economics subjects, it is recommended that the home economics student also elect to take Home Economics 160, Orientation to Home Economics, a one-credit course.

Additional Non-Home Economics Courses Required in the Extension Curriculum

Beyond the common requirements for all home economics students, the

¹²A description of the courses referred to in this case study can be found in: Michigan State University, Catalog, 1960-1961.

Extension curriculum requires 21 credits in non-home economics subjects. This includes:

- Chemistry 107, 108 and 109, Introductory Chemistry With Biochemical Applications, 12 credits
- Journalism 319, Farm and Home Writing, 3 credits
- Sociology 337, Rural Sociology, 3 credits
- Speech 101, Public Speaking, 3 credits

Additional Home Economics Courses Required in the Extension Curriculum

The Extension curriculum requires an additional 36 or 37 credits in home economics subjects beyond the common requirements for all home economics students. Of this requirement, 18 credits are specified, and the student may elect 18 or 19 credits from designated courses. Specified courses include:

- Foods and Nutrition 350, Fundamental Principles of Nutrition, 5 credits
- Home Management and Child Development 446, Aids to Understanding Home and Family Living, 3 credits
- Textiles, Clothing and Related Arts 150A, Clothing Construction I, 4 credits
- Textiles, Clothing and Related Arts 250D, Clothing Construction II, 3 credits, or Textiles, Clothing and Related Arts 350, Pattern Designing, Fitting and Construction, 4 credits
- Textiles, Clothing and Related Arts 380, Design I, 3 credits, or Textiles, Clothing and Related Arts 382 A, Crafts, 3 credits

To complete the home economics subject matter requirement, the student in the Extension curriculum selects 18 or 19 credits from the following courses:

- Foods and Nutrition 403, Experimental Cookery I, 4 credits
- Foods and Nutrition 404, Experimental Cookery II, 4 credits
- Foods and Nutrition 409, Demonstrations in Foods and Nutrition, 4 credits
- Home Management and Child Development 161, Understanding Young Children, 4 credits
- Home Management and Child Development 173, Household Equipment I, 4 credits
- Home Management and Child Development 435, Standards of Living and Family Finance, 3 credits
- Home Management and Child Development 437, Management of Work Capacity in the Home, 3 credits
- Textiles, Clothing and Related Arts 276, Apparel and Home Furnishing Accessories, 4 credits
- Textiles, Clothing and Related Arts 372, Fabric Construction, 3 credits
- Textiles, Clothing and Related Arts 452, Dress Design and Construction, 3 credits
- Textiles, Clothing and Related Arts 452D, Tailoring, 4 credits

Professional Education Courses Required in the Extension Curriculum

Three professional education courses are required in the Extension

curriculum. These are:

Education 200, Individual and the School, 6 credits
 Education 327, Methods of Teaching, 3 credits
 Extension Personnel Development 405, Extension Philosophy, Organization and Programming, 4 credits

Recommended Electives in the Extension Curriculum

The Extension curriculum allows the student 20-24 free elective credits. It is recommended that she elect certain additional courses in foods and nutrition, home management and child development, textiles, clothing and related arts, physics, journalism, sociology and anthropology, speech, and television, radio and film.

Extension Education Course

One undergraduate extension education course is required of students in the Extension curriculum and available to other agricultural and home economics students interested in extension. It is offered through the Institute for Extension Personnel Development and taught by the Director of the Institute. The four-credit course, Extension Personnel Development 405, Extension Philosophy, Organization and Programming, is concerned with the objectives, goals and philosophy of extension education; organization of the Cooperative Extension Service; and principles of effective extension programs and teaching methods. The course is available to students at the junior level or above.

Comparison of the Home Economics Extension Curriculum With the Home Economics Teaching Curriculum

The Home Economics Teaching curriculum combines fundamental courses in the College of Home Economics with professional courses offered through the College of Education. This curriculum is designed to prepare the student for teaching home economics in vocational and non-vocational schools in Michigan.

Beyond the common requirements in general education, the Teaching curriculum requires courses in the area of chemistry. The Extension curriculum requires that the student take designated courses in journalism, sociology, speech and chemistry.

In addition to the home economics subjects required in the Extension curriculum, the Teaching curriculum requires three additional home economics courses and nine credits of electives in home economics. These three courses are: Home Management and Child Development 310; Health Care of the Family, 2 credits; Institution Administration 321, School Lunch Operations, 3 credits; and Institution Administration 321A, School Lunch Administration, 1 credit.

The Teaching curriculum requires the student to have two minors of 23 credits each beyond the major area.¹³ To fulfill the requirement for

¹³The minimum requirement for certification to teach a subject in the Michigan public schools is presently 23 credits; however, the new requirements under consideration recommend one minor with 27 credits. Michigan State University has approved one 30 credit minor.

one minor, the student takes specified courses in the area of home economics in which she elects to minor. The second minor may be chosen in another area of home economics or from minors available for secondary teaching as listed by the College of Education.

Both the Teaching curriculum and the Extension curriculum requires the student to take nine credits of professional education courses. These are: Education 200, Individual and the School, 6 credits, and Education 327, Methods of Teaching, 3 credits. The Teaching curriculum requires an additional 21 credits in this area. This requirement includes: Education 301, School and Society, 6 credits; Education 436A and 436B, Student Teaching, 12 credits; and Education 436C, Seminar for Student Teachers, 3 credits.

The free electives in the Teaching curriculum depends upon the minor areas selected by the student. It is recommended that she, insofar as possible, elect from designated courses in education, foods and nutrition, home management and child development, psychology, sociology, speech, and textiles, clothing and related arts.

Students From Other Countries

A few undergraduate home economics students from other countries have prepared for extension work at Michigan State University. The plan of study for such a student is "tailor-made" to fit the student's needs in her own country. In some instances, it may be necessary to waive required courses or to substitute more suitable courses for those required.

Means of Evaluating the Program

The curriculum committee of the College of Home Economics is continuously evaluating, on an informal basis, curricula offered by the College. A follow-up is periodically made of recent graduates of the College to obtain their reactions to the curriculum through which they majored and suggestions for making it more effective.

4. THE OHIO STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The School of Home Economics of The Ohio State University is an administrative unit of the College of Agriculture and Home Economics. The School consists of six Divisions, namely: Home Economics Education; Family and Child Development; Housing, Equipment and Furnishings; Home Management and Family Economics; Food and Nutrition; Institutional Administration; and Textiles and Clothing.

Offerings in the School consist of the following curricula: general home economics; home economics education; home economics in business (foods and household equipment, and clothing); dietetics and institution management; family and child development; foods and nutrition; textiles and clothing; food technology; nutrition; and restaurant management.

The aim of the School is twofold: to prepare the student for a fuller life as an individual and as a family member, and to provide professional preparation in various areas of home economics.

A Bachelor of Science degree in Home Economics is offered by the School. A minimum of 196 quarter hours is needed to meet graduation requirements.

The Undergraduate Program for Extension Workers

The Division of Home Economics Education offers the curriculum in Home Economics Education. Through this curriculum students may prepare for extension by substituting certain specified courses or by electing them in addition to the requirements for teaching certification. Students interested in extension usually do the latter.

The Department of Agricultural Education in the College of Agriculture and Home Economics provides courses at the undergraduate level for agricultural and home economics students interested in extension.

Employment Requirements for County Home Economics Extension Work in Ohio

To qualify for a county home economics extension position in Ohio, the individual must have earned an undergraduate degree in Home Economics from an accredited college or university, and she must have a scholastic record which meets requirements for entrance into graduate work. Because of the nature of county extension work in Ohio and the assistance provided from the central office, it is preferable that the individual major in Home Economics Education rather than in a subject matter area of home economics.

Administration of the Program

A part-time staff member in the Division of Home Economics Education

provides leadership in the development of the undergraduate curriculum for prospective home economics extension workers. This individual has a cooperative appointment with the Ohio Agricultural Extension Service and assumes responsibilities in the inservice training program for extension personnel.

Resident, research and extension staffs of the School assist in planning the undergraduate curriculum for students interested in extension by defining the common requirements for all home economics students.

The University Faculty has set forth requirements in the humanities, social sciences and natural sciences for undergraduate students in the Colleges of Agriculture and Home Economics, Arts and Sciences, Commerce and Administration, Education, and Engineering.

The pre-service training subcommittee of the State Committee on Extension Research and Training makes recommendations to the resident staff concerning the undergraduate program for students interested in home economics extension work.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the undergraduate program of the School of Home Economics is that the student should be prepared in the areas of general education, in all aspects of home economics, and in a professional area. Since the home economics student is usually interested in pursuing professional interests as well as homemaking, it is desirable that she become professionally prepared in several closely related areas rather than in one specialized area.

The Home Economics Education curriculum is designed to prepare students for teaching general or vocational home economics and to prepare students for home economics extension work. It is recommended that the student interested in extension not only prepare in this area, but also become certified for teaching home economics at the secondary level.

Secondary home economics teachers and home economics extension workers encounter educational situations and problems of a similar nature. Some educational experiences and training should be common for both types of educational positions. However, the student interested in extension should become acquainted with and develop an understanding of the philosophy, purposes and total program of the Cooperative Extension Service. Also, she needs to develop ability in understanding and using teaching methods of the organization.

As a result of experiences provided for the student interested in extension, it is hoped that she will attain the following objectives: (1) to develop an understanding of the basic principles in the various areas of home economics and to be able to apply these principles in all areas of living; (2) to develop an understanding of the philosophy of education; (3) to develop an understanding of the group process and gain some skills in working with groups, (4) to develop ability in planning

and organizing work; (5) to become skillful in motivating and guiding individuals in the learning process; (6) to develop an understanding of the principles of program planning and program projection; and (7) to be able to evaluate what has been done in terms of stated objectives.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension

The Ohio Agricultural Extension Service emphasizes the importance of informing students at the pre-college and college levels of opportunities in agricultural and home economics extension work. Two extension agents in each county have been delegated responsibilities in recruiting capable local young people for extension work. A state-wide inservice training conference for extension agents on recruitment has been held.

The Ohio 4-H Club Congress provides 4-H club members with opportunity to become informed of various careers, particularly extension work.

Exploratory meetings for freshmen in the College of Agriculture and Home Economics are held during the autumn quarter. These provide men and women students in the College with an opportunity to learn about extension opportunities and requirements.

Informal counseling for all students indicating an interest in extension is provided by representatives from the central office extension staff.

A brochure of a general nature, applicable to all phases of extension, is available to inform students and parents about opportunities in extension.

Home economics students are further informed of opportunities in and requirements of extension through the orientation class at the freshman level.

Guidance and Advisement of Students Interested in Extension

Students interested in the Home Economics Education curriculum are not considered for admission prior to their sixth quarter. Those with a point-hour ratio of 2.5 or better, and personnel records which indicate personal and professional promise as a home economist in educational positions are admitted. Others are admitted on a provisional basis. The student unable to qualify for full admission by the end of the seventh quarter is requested to withdraw from the curriculum. The student must be admitted to the Home Economics Education curriculum before she is permitted to enroll in the professional extension education courses.

The staff member in the Division of Home Economics Education who has a joint-appointment with the Agricultural Extension Service serves as adviser to students indicating an interest in extension.

Program of Study

Common Requirements for All Home Economics Students

Every undergraduate curriculum in the Colleges of Agriculture and Home Economics, Arts and Sciences, Commerce and Administration, Education, and Engineering includes a body of courses designed to assure that each student is given opportunity to become acquainted with the three basic areas of academic study--the humanities, the social sciences and the natural sciences. The objectives of this part of the curriculum as set forth by the University Faculty, are as follows:

Humanities: The objectives are to introduce the student to his possibilities for continuing growth as a thoughtful and reasoning person, sensitive to the aspirations and attainments of others; to acquaint him to at least some degree with the treasures of human thought and expression at his command; and to develop in him a continuing desire to have his full share of the legacy of all creative efforts.

Social Sciences: The objectives are to make sure that the student has at least a basic understanding of the fundamental ideas upon which our society has been built, the social institutions through which these ideas have been given effective meaning and the never ending process of development through free choices limited only by concern for the rights and well-being of others. Emphasis will be put upon the values of a free society and the responsibility of the individual for participating actively in the issues and decisions of the day.

Natural Sciences: The objectives are to acquaint the student with the kinds of problems which lend themselves to possible solutions through the use of science, to introduce him to differing scientific techniques through significant illustrative experiences, to give him a sense of perspective in the development of science, and to develop in him an understanding of the basic community of all scientific disciplines.¹⁴

Each student schedules a minimum of 15 hours in humanities. These may be selected from designated courses in classical literature, comparative literature, English, fine arts, music, philosophy and speech.

From the social sciences, each student selects a minimum of 15 credit hours. These may be selected from specified courses in history, political science, international studies, anthropology, economics, geography and sociology.

Each student schedules a minimum of 15 credit hours from the natural sciences. These may be selected from designated courses in astronomy,

¹⁴The Ohio State University, School of Home Economics, Bulletin, General Information and Curricula, 1960-1961, p. 40.

chemistry, geology, physics, bacteriology, botany, physiology and zoology.

In addition to the 45 credit hours in the humanities, the social sciences and the natural sciences, each home economics student is required to take an additional 31 credit hours in non-home economics subjects. These include:¹⁵

English 416, Composition and Reading, 3 credits
 English 417, Composition and Reading, 3 credits
 English 418, Composition and Reading, 3 credits
 Psychology 401, General Psychology, 5 credits
 Health Education 400, Hygiene, 1 credit
 Physical Education 421, 423, 425, 426, 6 credits
 Bacteriology 509, Microbiology in Relation to Man, 5 credits

All curricula offered through the School of Home Economics require a common core of 24 quarter credit hours. This common core consists of the following courses:

Home Economics 400, Home Economics Survey, 2 credits
 Home Economics 405, Elements of Family Living, 3 credits
 Home Economics 440, Fundamentals of Nutrition, 5 credits
 Home Economics 430, Selection of Clothing and Textiles, 5 credits
 Home Economics 450, The House, 3 credits
 Home Economics 560, Home Management, 5 credits
 Home Economics 699, Senior Seminar in Home Economics, 1 credit

Additional Non-Home Economics Courses Required in the Home Economics Education Curriculum

Two non-home economics courses in addition to the common requirements are required in the Home Economics Education curriculum. These are Fine Arts 577, Fundamentals of Design, 3 credits, and Sociology 600, The Modern Family, 4 credits.

Additional Home Economics Courses Required in the Home Economics Education Curriculum

The Home Economics Education curriculum requires an additional 51 credit hours in home economics courses beyond the common requirements for all home economics students. Additional courses required in this area are:

Home Economics 431, Clothing: Principles of Construction, 5 credits
 Home Economics 441, Foods: Principles of Preparation, 5 credits
 Home Economics 503, Clothing, 5 credits
 Home Economics 505, Textiles, 3 credits
 Home Economics 506, Household Equipment: Introduction, 5 credits

¹⁵A description of the courses referred to in this case study can be found in: The Ohio State University, Bulletin, Courses of Instruction, 1960-1961

- Home Economics 512, Home Furnishings: Principles, 3 credits
 Home Economics 550, Foods: Meal Management, 4 credits
 Home Economics 551, Nutrition: Family, 3 credits
 Home Economics 559, Home Management: The Family and the Market, 3 credits
 Home Economics 561, Introduction to Child Development, 4 credits
 Home Economics 627, Laboratory Home Management House, 5 credits
 Home Economics 661, Child Development, 3 credits, or Home Economics 664, Nursery School Activities, 3 credits

Professional Education Courses Required in the Home Economics Education Curriculum

The Home Economics Education curriculum requires 34 quarter credits in professional education courses. This requirement consists of the following:

- Psychology 407, Educational Psychology, 5 credits
 Education 533, Theory and Practice of Secondary School Teaching, 4 credits
 Education 607, Philosophy of Education, 3 credits
 Home Economics 541, Principles and Methods of Teaching Home Economics, 5 credits
 Home Economics 542, Supervision, Home Economics Teaching, 10 credits
 Home Economics 543, School and Community Problems, 3 credits

Electives in the Home Economics Education Curriculum

The plan of study of the Home Economics Education curriculum allows the student eight credit hours of free electives out of the 196 quarter credit hours required for the degree. The majority of students take more than the minimum course load each quarter. This allows the student additional electives.

Recommended Electives for Students Interested in Extension Work

Students interested in extension work take the extension education courses as electives in the Home Economics Education curriculum. They are urged, if possible, to elect additional courses in sociology, psychology, animal science (meat identification and selection), and home economics (draping and tailoring).

Extension Education Courses

Three undergraduate extension education courses are available to home economics students interested in extension. These are offered through the Department of Agricultural Education and the Division of Home Economics Education. The instructor for each course has a cooperative appointment with the resident teaching area through which the course is taught and with the Ohio Agricultural Extension Service. These courses include: Agricultural Education 526, Principles in Extension Program Development, 3 credits; Home Economics 585, Field Work in Home Economics, 10 credits; and Home Economics 681, Home Economics Extension Methods, 5 credits.

The course offered through Agricultural Education is concerned with

the objectives and procedures in developing extension programs in agriculture and home economics, with emphasis on program determination, teaching methods and relationship to other groups.

Home Economics 681 deals with extension methods and procedures in the home economics aspect of the extension program, relationships of extension to other educational movements, and resources of the state, county and community in the extension program. This course has two prerequisites, Agricultural Education 526 and admittance in the Home Economics Education curriculum.

Undergraduate Field Experience

The undergraduate field experience for students interested in extension is offered through Home Economics 585I, Field Work in Home Economics (Extension Teaching). This course is taught and supervised by the staff member on joint-appointment with the Agricultural Extension Service and the Division of Home Economics Education.

The experience is offered for one-half quarter (6 weeks) during the autumn or winter quarters. The student usually takes the field experience during the quarter in which she does student-teaching in home economics at the secondary level. She earns 10 quarter credits in the course.

Four objectives have been outlined for the field experience, namely:

1. To give the student a basic understanding of the nature and purposes of the Cooperative Extension Service, with some experience in connection with certain phases of work.
2. To provide an opportunity for the student to learn first hand, some of the problems families are facing, and how these problems may be solved.
3. To provide an opportunity for the student to practice extension methods and techniques and to make application of her knowledge or subject matter to the problems of local people.
4. To provide an opportunity to observe methods of working with groups and the training of leaders in both organization and subject matter.¹⁶

Prerequisites for the experience include: admittance to the Home Economics Education curriculum; Education 533, Philosophy of Education; and Home Economics 541; Principles and Methods of Teaching Applied to Home Economics.

Counties in which there are a good basic program, good cooperation between agents and regular office conferences are selected for training

¹⁶The Ohio State University, Agricultural Extension Service, "Training Outline for Home Economics Students Registered for Field Experience With Credit and Begining Agents," p. 1. (Mimeographed).

counties. Also, the agents must have a desire and willingness to assist the student in receiving desirable and meaningful learning experiences. Selection of the counties to be used for the field experience is made by the district supervisory team. The instructor of the course assigns the student to the county in which she does her field experience.

The instructor meets with participants in the experience for a one-day session before they go to their respective counties. This session is devoted to orienting the student to the experience.

Agents to whom the students are assigned are brought to the campus once each quarter for a series of meetings on guidance and counseling techniques. These sessions are sponsored by the Division of Home Economics Education and are also attended by the supervisory teachers in the home economics secondary student-teaching program.

The instructor of the course assumes responsibility for supervising the experience. She assists the agent and student in selecting items that should have attention during the training period. This is done in a conference during the first week of the experience when she visits the county.

Activities for the student are made to fit into activities already planned for the county. The student is given an opportunity to learn by doing and not merely by observing.

At the end of the first week, the student sends a written report to the instructor describing activities and reporting learning experiences and an evaluation. A personal evaluation of the student is made at the middle of the training period and again at the end. This is done by both the student and the agent. After the students return to the campus, they meet as a group with the instructor to discuss and evaluate their experiences.

A similar field experience is provided for agricultural students interested in extension work. A home economics student and an agricultural student have not been assigned to the same county; however, consideration is being given to this in the future.

Of the students who have participated in the field experience, not more than ten per cent have entered home economics extension work in Ohio.

Students From Other Countries

A few students from other countries have prepared for home economics extension work in their own country at The Ohio State University. These students were studying in this country for a limited period of time and were not pursuing a degree.

Such students usually schedule Agricultural Education 526, Principles in Extension Program Development, and Home Economics 681, Home Economics Extension Methods. It is also recommended that the student take courses in rural sociology, leadership development and educational methods, particularly as they apply to working with and in groups.

If possible, the student spends some time in a county working with a home economics extension agent. Arrangements are usually made for her to live with a farm family while there.

Means of Evaluating the Program

A continuous evaluation is being made of the various curricula offered through the School of Home Economics. Staff of the Division of Home Economics Education are constantly observing the performance of graduates of their curriculum and revising it when desirable.

The Pre-service Subcommittee of the State Committee on Extension Training and Research have studied the undergraduate training provided extension workers, both in agriculture and in home economics. As a result of their study, recommendations have been made to the resident staff.

5. OKLAHOMA STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The Division of Home Economics is a separate administrative unit of Oklahoma State University. The College of Home Economics is one of the three major administrative areas within the Division. The other two are the School of Hotel and Restaurant Administration and Home Economics Research.

The College consists of the Departments of: Clothing, Textiles and Merchandising; Family Relations and Child Development; Food, Nutrition and Institution Administration; Home Management, Equipment and Family Economics; Housing and Interior Design; and Home Economics Education.

Undergraduate curricula are offered through the College in the following areas: textiles; costume design and dressmaking; fashion merchandising; child development and preschool education; family relations and child development; dietetics, nutrition, and public health; commercial demonstration; institution management; housing and interior design; home service; home economics teaching at the secondary level; home economics extension; and home economics journalism.

The over-all purposes or objectives of the undergraduate curriculum of the Division of Home Economics are to help students clarify values, and develop understandings, attitudes, appreciations, and skills through learning experiences designed: (1) to help the students to understand themselves as individuals and to work effectively toward the development of their potentials; (2) to prepare students for effective roles in home and family living, for the present and the future; (3) to contribute to the student's preparation for intelligent participation as effective citizens in the community, the nation and the world; and (4) to enable the student to acquire competences, either of professional or pre-professional nature, in order that they may be qualified for further professional training, for careers in fields relating to the basic well-being of the family.¹⁷

Students who complete requirements in the College of Home Economics are granted a Bachelor of Science degree in Home Economics. One hundred and twenty semester credit hours, exclusive of physical education, a minimum of 240 grade points, and an average of 2.0 (out of a possible 4.0) in home economics subjects are required for graduation. Some curricula offered through the College require maintenance of a higher grade point.

¹⁷Oklahoma State University, Division of Home Economics, "Purposes and Objectives of the Division of Home Economics," 1961, p. 1. (Mimeographed).

The Undergraduate Program for Extension Workers

An undergraduate curriculum leading to a bachelor's degree with preparation in home demonstration work is offered through the Department of Home Economics Education. This recommended curriculum was developed by the state home demonstration staff and staff in the Department of Home Economics Education. Students who have majored in other curricula offered in the College could enter extension work in Oklahoma. The majority of Oklahoma State University graduates who have entered home economics extension work in Oklahoma have majored in curricula through which they received a standard general or vocational home economics teaching certificate.

The Department of Home Economics Education provides two undergraduate courses in extension education, one being the field experience course for students interested in extension.

Employment Requirements for County Home Economics Extension Workers in Oklahoma

To be employed as an assistant home demonstration agent in Oklahoma, one must have earned an undergraduate degree with a major in Home Economics from a recognized institution. Also, the individual must have a genuine liking for people with a sincere desire to be of service; good health and enthusiasm; the ability to lead, to teach, to speak and write well, and to cooperate with others; and a car for travel.

Administration of the Program

No individual in the Division of Home Economics is specifically designated to provide leadership in the over-all direction of the undergraduate program for prospective extension workers. However, since the curriculum in Home Demonstration Work is offered through the Department of Home Economics Education, staff in this area assume some responsibility.

The Coordinator of Home Economics Resident and Extension Relationships serves in a liaison capacity between the Division of Home Economics and the Oklahoma Extension Service. She assumes resident teaching responsibilities in a subject matter department in the College and the extension education courses. Because of her responsibilities and experiences in extension work, she frequently serves in an informal advisory capacity to students interested in extension work.

The curriculum committee of the Division of Home Economics serves in a guiding and coordinating capacity for the further development of the curriculum as offered by the Division. Staff of the Division make recommendations and decisions concerning common requirements for all students in the College. Each of the Departments make recommendations and decisions concerning the professional curricula for which it is responsible.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the undergraduate program offered by the College is that the student needs fundamental knowledge and principles in the area of general education, in all aspects of home economics, and in a professional area. She needs to be able to apply this knowledge and the basic principles in everyday living situations. She is encouraged to prepare for several similar vocational positions rather than in a specific specialized area.

When the undergraduate program in Home Demonstration Work was developed, it was recognized that the educational situation and problems of a home demonstration agent are similar to those encountered by home economists in other educational positions. Therefore, many of the same experiences are considered to be appropriate for both groups. However, the student interested in extension should have additional experiences to better prepare her for this type of work. These include opportunity to develop an understanding of the extension organization and its program, and some competence in working with an extension program.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension

Freshman home economics students are informed of opportunities in extension through the orientation course. One class session is concerned with this professional area. A representative of the central office extension staff meets with the class sections to explain requirements and opportunities in extension.

A representative from the central office extension staff meets with senior students in the Department of Home Economics Education during the school year. She explains to them the opportunities and requirements of home demonstration work in Oklahoma and encourages those interested to contact the central office supervisory personnel.

The home economics extension supervisory and specialist staffs have sponsored an informal tea for seniors in the College of Home Economics. The purpose of this event was to provide opportunity for central office staff to become acquainted with seniors in the College and for the students to become acquainted with extension personnel.

A brochure explaining the opportunities in and requirements of home demonstration agents in Oklahoma has been prepared by the central office staff. This is available to students in the Division of Home Economics and is used with various career and recruitment activities.

Former 4-H club members have some opportunity to keep in contact with central office personnel through the Collegiate 4-H Club. This organization provides the student with some opportunity to participate in youth activities of the extension organization.

Guidance and Advisement of Students Interested in Extension Work

The home economics student indicates her intent to major in a particular area at the beginning of the sophomore year and is assigned an adviser in the department. The student interested in extension may contact the Coordinator of Home Economics Resident and Extension Relationships concerning suggested electives and experiences.

The student is required to meet the grade-point requirements designated by the department in which she is majoring. In most instances this is a 2.0 minimum average. However, the Department of Home Economics Education stipulates that before the student enrolls in student teaching or makes application for the field experience in home demonstration work, she must complete a total grade-point average of 2.0 with an average of 2.5 in home economics subject matter and professional courses.

Program of Study

Common Requirements for All Home Economics Students

The general education of students in the College of Home Economics is provided by a group of required courses and by freedom to elect courses in specified areas. The core of non-home economics courses for all students in the College consists of 32-37 semester credits, and includes the following:¹⁸

English 115, Freshman Composition, 5 credits
 Chemistry 113 and 123, General Chemistry, 6 credits, or
Biological Sciences, 4 credits
 Psychology elective, 3-4 credits
 Economics elective, 3 credits
 Art 111, Survey of Art Principles, 1 credit
 Art 113, Elementary Principles of Art, 3 credits
 Health, Physical Education and Recreation, 4 credits
 Speech elective, 2-3 credits
 Library Science 111, Use of Books and Library, 1 credit

A common core of home economics subjects is required of all undergraduate students in the College. This core of 25-26 semester credits is composed of the following courses:

Home Economics 111, Orientation, 1 credit
 Home Economics 114, General Home Economics, 4 credits
 Home Economics 124, General Home Economics, 4 credits
 Food, Nutrition and Institution Administration 150, Personal Health, First Aid and Home Nursing, 2 credits
 Housing and Interior Design 234, House Planning and Decoration, 4 credits
 Home Management 322, Family Economics and Management, 2 credits

¹⁸ A description of the courses referred to in this case study can be found in: Oklahoma State University, Catalog, 1959-1960.

Home Management 423, Home Management House Residence, 3 credits

Family Relations and Child Development 213, Child Development and Guidance--Preschool, 3 credits

Additional Non-Home Economics Courses Required in the Home Demonstration Curriculum

An additional 17-20 semester credits of non-home economics courses beyond the common requirements are required for the plan of study designed to prepare the individual for home demonstration work. These courses include:

Physiology 213, Elementary Physiology, 3 credits

Chemistry 263, Organic Chemistry, 3 credits

Library Science 311, Bibliography of Special Fields, 1 credit

Sociology 233, Principles of Rural Sociology, 3 credits

Speech elective, 2-3 credits

Journalism elective, 2-3 credits

Additional Home Economics Courses Required in the Home Demonstration Curriculum

The Home Demonstration curriculum requires an additional 19 semester credits in home economics subject matter beyond the common requirements for home economics students. These additional requirements are:

Foods, Nutrition and Institution Administration 203, Science of Food Preparation, 3 credits

Clothing, Textiles and Merchandising 223, Clothing, 3 credits

Food, Nutrition and Institution Administration 342, Family Health, 2 credits

Food, Nutrition and Institution Administration 352, Food Preservation, 2 credits

Food, Nutrition and Institution Administration 313, Meal Management, 3 credits or Food, Nutrition and Institution Administration 333, Nutrition and Dietetics, 3 credits

Clothing, Textiles and Merchandising 413, Tailoring, 3 credits, or Clothing, Textiles and Merchandising 483, Pattern Design, 3 credits

Professional Education Courses Required in the Home Demonstration Curriculum

The curriculum designed to prepare the student for extension work requires five professional education courses. These constitute 15 credits and include:

Psychology 303, Educational Psychology, 3 credits

Home Economics Education 453, Methods of Teaching Homemaking for Adults, 3 credits

Home Economics Education 413, Principles and Practices in Demonstration, 3 credits

Home Economics Education 302, History and Development of Extension Service, 2 credits

Home Economics Education 414, Field Experience, 4 credits

Recommended Electives for Students Interested in Extension Work

The student in the Home Demonstration curriculum has a limited number of electives. It is recommended that she elect courses in technical home economics subject matter, the social sciences, educational methods, and communications which will add to her professional development.

Extension Education Courses

Two undergraduate extension education courses are available to students interested in extension and are required in the curriculum leading to preparation for home demonstration work. They are offered by the Department of Home Economics Education and taught by the Coordinator of Home Economics Resident and Extension Relationships. They include Home Economics Education 302, History and Development of Extension Service, 2 credits, and Home Economics Education 414, Field Experience, 4 credits.

Home Economics Education 302 is concerned with the history, organization, development and purposes of the Agricultural and Home Economics Extension Service. It is available to students at the junior level.

Undergraduate Field Experience

An undergraduate field experience for students interested in home economics extension is offered through Home Economics Education 414, Field Experience. This is taught by the Coordinator of Home Economics Resident and Extension Relationships. Few students have participated in the course.

The experience is offered during the summer sessions to senior students in home economics. Four semester credits can be earned. The length of the experience ranges from three weeks to one month, depending upon the individual.

To be eligible for the experience, the student must have earned a total grade-point average of 2.0 with an average of 2.5 in home economics subject matter and professional courses.

The major purpose of the field experience is twofold: first, to provide opportunity for the student to develop an understanding of the job of a home demonstration agent in Oklahoma, and second, to provide the student with opportunity to consider her interest in and qualifications for extension work.

Selection of the county to be used for the field experience is made by the extension supervisory staff. Counties in which there are a good total extension program in progress and good cooperation among extension personnel, and the home demonstration agent is interested and willing to cooperate are chosen. The instructor of the course and the district agent in charge assign the student to the county.

The instructor meets with participants in the field experience prior to their going to the county. She helps the student develop an understanding of the extension program in the county and prepare any teaching aids which she might be using while there. If the student has not had Home Economics Education 302, the instructor schedules special sessions

with her to help her become oriented to the philosophy and programs of the extension organization.

The district home demonstration agent confers with the home demonstration agent involved to help her develop an understanding of her role and responsibilities in the activity. Materials to be used as a guide for the county worker have been developed jointly by the home economics extension supervisory and Department of Home Economics Education staffs.

The district agent assumes responsibility for supervising the field experience. She assists the agent and the student to select desirable and meaningful experiences.

Upon completion of the field experience, the student submits a report to the extension supervisory staff and to the home economics education staff. This includes her observations of the county extension program, experiences in which she participated while in the county and an evaluation of the experience.

Upon completion of the experience, the student's performance on the job and professional development are evaluated by the district agent, the home demonstration agent and the student herself with the use of prepared evaluation devices. When filled out, these are submitted to the instructor of the course. She and the student, through an individual conference, discuss the submitted report and evaluation of the experience.

Comparison of the Home Demonstration Curriculum With the Home Economics Teaching Curricula

The Department of Home Economics Education offers curricula leading to a standard general home economics teaching certificate and to a standard vocational home economics teaching certificate in addition to the curriculum preparing the individual for home demonstration work.

In addition to the common requirements in general education, the curricula in Home Demonstration and that leading to a standard vocational home economics certificate requires a three-credit course in organic chemistry. This is not required in the curricula leading to the general certificate.

Certification for vocational teaching requires that the student complete 40 credit hours in home economics technical subject matter. The Home Demonstration curriculum requires two courses in the area of foods and nutrition that are not required in the vocational teaching plan. These are a course in family health and one in food preservation. The curriculum leading to a vocational certificate requires an additional course in the area of family relations and child development. This may be a course in marriage or one in family relationships.

The curriculum leading to the general home economics certificate requires the student to complete 30 hours in technical home economics subject matter. A comparison of this curriculum and the Home Demonstration curriculum shows that the student in the latter one takes more work in the areas of family health, household equipment, foods and nutrition, clothing and textiles, and family economics and management

than the student in the former curriculum. However, the curriculum leading to the general teaching certificate requires an additional course in the area of family relations and child development.

The curricula leading to the home economics teaching certificates require 21 hours of professional education courses. The curriculum leading to a standard general home economics certificate requires: Education 213, The School in American Society, 3 credits; Psychology 303, Educational Psychology, 3 credits; Home Economics Education 313, Student Teaching in Home Economics, 3 credits; and Home Economics Education 406, Practice Teaching in Home Economics, 6 credits. The student in this curriculum elects additional professional education courses to meet the minimum requirement.

In addition to the professional education courses designated in the curriculum leading to the general home economics certificate, the curriculum leading to the vocational certificate requires Home Economics Education 402, Philosophy of Home Economics Education, 2 credits.

The Home Demonstration curriculum requires 15 hours in professional education courses. Of these, the course in educational psychology is required in the other two curricula.

Students From Other Countries

Several students from other countries have pursued an undergraduate degree with preparation in home demonstration work. Others have taken work in this area as special students.

The Coordinator of Home Economics Resident and Extension Relationships serves as adviser to these students. She meets weekly with each to discuss problems, experiences, class work and future plans. Each individual's plan of study is based on her educational and work background and plans for the future, and, if the student is pursuing a degree, is in keeping with the College and University requirements.

The student usually spends some time in a county working with a home demonstration agent. The county selected has conditions as similar as possible to the county in which she will be working.

Means of Evaluating the Program

Staff in the Division of Home Economics have been in the process of evaluating the total curriculum of the College of Home Economics. They have defined the scope, organization, purposes and objectives of home economics with respect to the undergraduate curriculum. Each Department in the College is considering the professional curricula for which it is responsible.

6. UNIVERSITY OF WISCONSIN

Setting of the Program

The Home Economics Unit

The School of Home Economics at the University of Wisconsin is an administrative unit within the College of Agriculture. The School is organized into five Departments: Textiles and Clothing; Foods and Nutrition; Home Economics Education and Extension; Home Management and Family Living; and Related Art.

Undergraduate majors are offered in child development, textiles and clothing, foods and nutrition, home economics education, home economics journalism, related art, and general home economics (a non-professional major without professional specialization).

The primary objectives of the undergraduate curricula offered through the School of Home Economics are: to provide basic general education for citizenship responsibilities, to provide professional education for earning a living, and to provide specialized education for personal and family living demands.

A Bachelor of Science degree in Home Economics is offered through the School. A Bachelor of Science degree in Home Economics Education is offered cooperatively by the School of Home Economics and the School of Education.

A minimum of 124 semester credits and 248 grade-points is required for the degree. To be recommended for the degree, the student is required to maintain a minimum average of 2.0 (out of a possible 4.0) in all subjects taken and earn a 2.0 average during both semesters of the senior year. However, some curricula, such as Home Economics Education and Child Development, have a higher scholastic requirement (2.5).

The Undergraduate Program for Extension Workers

The Home Economics Education curriculum, offered through the Department of Home Economics Education and Extension, is planned primarily for potential secondary teachers and for those who expect to enter extension work. However, home economics students from all curricula are eligible for employment in the Extension Service in Wisconsin.

In the fall of 1954, an undergraduate major in Agricultural Extension was begun through the Department of Agricultural and Extension Education. This program is directed jointly by the Department and the Wisconsin Cooperative Extension Service. Staff members who have responsibility for advising students enrolled in the curriculum, teaching extension education courses and coordinating the field work are jointly employed by the Department and the Extension Service. The Department of Home Economics Education and Extension draws upon this Department for undergraduate courses for students interested in extension.

Employment Requirements for County Home Economics Extension Workers in Wisconsin

Employment requirement for a county home economics extension worker with the Wisconsin Cooperative Extension Service includes a Bachelor of Science degree in Home Economics. Scholastic achievement and leadership ability are other important considerations.

Administration of the Program

Since the undergraduate program for a major portion of the prospective home economics extension workers is attained through the Department of Home Economics Education and Extension, the staff in this Department assume responsibility for the program. A part-time staff member in the Department provides some leadership in the direction of the extension phase of the program. This individual's appointment is chiefly in the Wisconsin Cooperative Extension Service. In this latter position, she assumes responsibility in the area of inservice preparation for extension personnel.

Resident, research and extension staffs of the School have assisted in planning the undergraduate curriculum for prospective extension workers by defining common requirements in all areas of home economics and in general education for home economics students.

The extension administrative and supervisory staffs, through the staff member on a cooperative appointment with the Department of Home Economics Education and Extension and the Extension Service, provide assistance in planning the undergraduate program for future extension workers. Extension staff members also serve on the curriculum committee of the School.

Philosophy, Purposes and Objectives of the Program

The philosophy underlying the undergraduate curricula offered through the School supports the belief that each student should be broadly prepared in general education, in all aspects of home economics, and for a profession. Since the undergraduate home economics student is interested in pursuing professional responsibilities along with homemaking, she often chooses to be prepared professionally in a variety of closely related areas rather than in one specialized area. This is taken into consideration in planning curricula.

The Home Economics Education curriculum is planned primarily for potential secondary teachers and for those planning to enter extension. It is also basic preparation for teachers in adult and vocational schools.

Teachers of home economics at the secondary level, home economics extension workers and home economists in other educational programs are faced with similar educational situations and problems. Therefore, some

educational experiences are common to these groups. However, the student interested in extension is encouraged to obtain additional experiences which orient her to the philosophy, purposes, program and teaching methods of extension and to clientele of the organization.

Staff members in the Department of Home Economics Education and Extension have developed a set of personal qualities and professional competencies toward which a student should aim to develop to a high level as a result of the experiences provided in the Home Economics Education curriculum. These qualities and competencies are geared toward and used as a basis for evaluation in the preparation of home economics teachers at the secondary level; however, they are applicable and have implications for the undergraduate preparation of extension workers.

Recruitment and Guidance of Students

Informing Students of Opportunities in Extension

A variety of techniques are used at the pre-college and college levels to inform students of opportunities in extension.

At the pre-college level, such events as High School Career Days, High School Hospitality Day, and 4-H Club Week are used to acquaint high school students with professional opportunities in the over-all field of home economics. At each of these events, students are informed of opportunities in extension. Home demonstration agents are asked to contact capable students interested in attending college and majoring in home economics.

In addition, home economics bulletins and career leaflets are sent annually to all high schools in Wisconsin. Opportunities for scholarships are brought to the students' attention.

Through the freshman orientation course, home economics students are informed of the role of the Cooperative Extension Service at the University of Wisconsin and of employment opportunities for home economists in extension.

Parents and other adults are informed of opportunities for young people in extension through such activities as Farm and Home Week and radio and television programs presented by students and staff of the School.

Also, a staff member in the College of Agriculture devotes one-half time to providing leadership in the interpretation of agriculture and home economics to the public. Although indirectly, this is one means of informing youth and adults about opportunities available in home economics.

Former 4-H club members have opportunities to keep in contact with extension activities and personnel through the University of Wisconsin 4-H Club. Students in this organization assist with and participate in a limited number of state-wide extension activities, such as 4-H Club Week. Another student organization, Blue Shield, is for students

interested in rural life and who want to become rural workers and leaders. Through this latter organization students are informed of opportunities in extension.

Guidance and Advisement of Students Interested in Extension

When the home economics student enter the University, she is assigned an adviser from the home economics faculty. The adviser assists her in planning her program of work and counsels her on problems relating to college life. Usually the same faculty member serves as the student's adviser during the freshman and sophomore years.

At the beginning of the junior year, the student designates her area of specialization. To be eligible for registration in the Home Economics Education curriculum, the student must have earned and be able to maintain a 2.5 grade-point average.

When the student designates her area of specialization, she is assigned an adviser from that department. If the student interested in extension is majoring in Home Economics Education, she is assigned an adviser in the Department of Home Economics Education and Extension. The staff member on a joint appointment with this Department and the Extension Service does not function in the capacity of advising students since there is no Extension major, as such. However, students interested in extension are referred to her for supplementary advisement and counseling.

Program of Study

Common Requirements for All Home Economics Students

A common core of non-home economics subjects is required in all curricula offered through the School of Home Economics. The core of general education subjects consists of 41-43 credits, including the following courses:¹⁹

English 1a and 1b, Freshman English, 6 credits

Humanities, 6 credits (The student selected from courses in Spanish, literature, foreign language, etc. Students in the Home Economics Education curriculum selected two courses in literature. Speech proficiency is required and can be attained in a credit or non-credit course).

American History, 3 credits

Economics 1, General Economics, 4 credits

Psychology 1, Introduction to Psychology, 4 credits

Sociology 1, Man in Society, 3 credits

¹⁹A description of the courses referred to in this case study can be found in: University of Wisconsin, University Catalog, Part I, College of Letters and Science, 1959-1962, or Catalog, Part II, Announcements of Courses, 1958-1960.

Chemistry 1a, General Chemistry, 5 credits or Chemistry 5,
General Chemistry, 3 credits
 Physiology 1, Elements of Human Physiology, 4 credits
 Additional Science Electives, 8 credits

A common core of home economics subjects, valuable in preparation for home and family life, is required in all curricula offered through the School. This core of home economics subjects consists of 22 credits and includes:

Home Economics 1, Orientation in Home Economics, 1 credit
 Home Economics 2, Introduction to Related Art, 3 credits
 Home Economics 3, Introduction to Foods and Nutrition, 3 credits
 Home Economics 5, Introduction to Textiles and Clothing, 3 credits
 Home Economics 8, House Planning and Furnishings, 3 credits
 Home Economics 109, Humanics--Family Relations, 2 credits
 Home Economics 110, Family Economics, 3 credits
 Home Economics 112, Home Management, 2 credits
 Home Economics 119, Development of the Young Child in Home and Preschool, 2 credits

Additional Home Economics Courses Required in the Home Economics Education Curriculum

The Home Economics Education curriculum requires 16 credits in home economics subject matter beyond the common requirements for all home economics students. The additional courses required are:

Home Economics 11, Applied Dress Design, 3 credits
 Home Economics 20, Costume Design, 2 credits
 Home Economics 4, Problems of Food Supply, 3 credits
 Home Economics 50, Textile Chemistry, 3 credits
 Home Economics 107, Housing, 2 credits
 Home Economics 117, Survey of Nutrition Values, 3 credits

Professional Education Courses Required in the Home Economics Education Curriculum

The Home Economics Education curriculum requires 21 credits in professional education courses. These are:

Education 73, The Child: His Nature and His Needs, 2-3 credits, or alternate
 Education 74, The School and Society, 2-3 credits, or alternate
 Education 75, The Nature and Direction of Learning, 2-3 credits, or alternate
 Education 52, Teaching of Home Economics, 3 credits
 Education 156, Teaching Homemaking in Vocational Programs, 2 credits
 Education 91, Student Teaching, 7 credits

Electives in the Home Economics Education Curriculum

In the Home Economics Education curriculum, the student has 19-24 free elective credits. Ten additional credits can be taken in home economics subject matter courses, three credits in professional education

courses and the remainder in general education. If the student is interested in extension, she usually elects to take courses double listed in Home Economics and Agricultural Extension Education or Agricultural Journalism.

Extension Education Courses

Four undergraduate courses specific to extension education are available to home economics students interested in extension. These are taught by staff in the Department of Agricultural and Extension Education in the College of Agriculture and are listed jointly with this Department and with the School of Home Economics. They include:

- Cooperative Extension 101, Extension Work in Agriculture and Home Economics, 3 credits
- Cooperative Extension 150, Field Practice in Extension, 3 credits
- Cooperative Extension 151, 4-H Club Organization and Procedure, 3 credits
- Cooperative Extension 133, Seminar, 2 credits

Cooperative Extension 101 is concerned with relationships and legal status of the various services for agriculture and home economics. Methods of organization and instruction used with the adult and youth phases of the extension program are considered. Cooperative Extension 151 deals with the youth phase of extension work. Emphasis is placed on the philosophy, objectives, organization, leadership development and methods used in conducting 4-H club work. The seminar, Cooperative Extension 133, is oriented toward principles of evaluation and their application to the Cooperative Extension Service.

Undergraduate Field Experience

Cooperative Extension 150, Field Practice in Extension, is offered to the undergraduate home economics student interested in extension. The course is taught by staff in the Department of Agricultural and Extension Education and is listed jointly with courses offered through this Department and the School of Home Economics.

To fulfill the four credit field practice requirement, the student spends four weeks in a county participating in planned experiences. The plan involves two weeks in each of two counties during two of the following three periods of time: (1) second semester junior year, (2) summer between the junior and senior years, or (3) sometime during the senior year.

Six purposes have been established for the field practice work, namely:

1. Provides an opportunity for the student to systematically study and observe extension programs in operation at the county level.
2. Provides an opportunity for the student to participate in extension methods and techniques and to make application of his knowledge of subject matter to the problems of local people.

3. Provides an opportunity for the student to study the operational practices and procedures under the direct supervision of an experienced county extension staff.
4. Provides an opportunity for supervisors and administrators to more accurately appraise the potential performance of a prospective employee before placing him in a position of full responsibility.
5. Assists the supervisors and administrators in determining geographical areas in which prospective employees can perform completely in subject matter and in professional and local leader relationships.
6. Provides the student with an opportunity to become involved in practical extension experiences which can be used as a guide in selecting extension work as a career.²⁰

One prerequisite to the field practice is that the student complete at least one basic course in Cooperative Extension Education, and preferably two. The two courses usually taken are Cooperative Extension 101, Extension Work in Agriculture and Home Economics and Cooperative Extension 151, 4-H Club Organization and Procedure.

Several months prior to the student's field experience, the district leaders, administrative staff, and course instructor meet to review the past year's field practice program, discuss problems and recommendations for improving the coming year's work, determine opportunities in counties for the coming year, and chart plans for practice experiences with the new group of students. After the needed number of placements are known, the district leader, in consultation with the course instructor, makes the specific county selections. When making the county selections, the following characteristics are taken into account:

1. A county that has a complete staff of full-time county extension workers, that is a county agricultural agent, a home demonstration agent, a 4-H club agent, and if possible, a farm and home development agent and perhaps others.
2. A county in which the staff is well established in their positions and are not in process of turnover or becoming adjusted to one or more new agents.
3. A county in which the staff has developed a high level of cooperation and have a strong, well developed program in the major phases (agriculture, home economics, 4-H, and farm and home development) of extension work.
4. A county in which the student can get a wide variety of experiences in individual, group and mass methods and techniques of extension teaching.

²⁰University of Wisconsin, Department of Agricultural and Extension Education, "Policies and Procedures of Field Practice Work," pp. 1-2. (Mimeographed).

5. A county in which each phase of the program has developed a high degree of lay leadership and the student can observe this leadership in action and see its relationship to successful programs.²¹

After the counties have been selected, the course advisers and the district leaders hold meetings with the county staffs to orient them concerning the field practice program. These meetings are with representatives of, or with the entire county staff. They are held either as a group of counties on an area basis or with single county staffs, depending upon the situation. At these orientation meetings, the district leaders, student advisers, and county staffs discuss the various aspects of the field practice program.

Before the student goes to the county, she attends class for one period each week during the semester to prepare for the experience. She spends much of her class and outside time getting acquainted with the county extension program. The class instructor discusses with her plans for participating in the various program experiences in the county. Some attention is also given to the responsibilities of the student in relation to personal conduct, professional ethics and relations with staff members.

While in the county, the student is under the direct supervision of the county extension worker to which she is assigned. The class instructor visits the county at least once during the two-week period while the student is there. He also makes a follow-up contact with the county extension worker concerning the student's performance while in the county.

A variety of evaluation devices are used to determine the student's progress and to appraise her abilities as a prospective employee with the Extension Service.

Students From Other Counties

No undergraduate students from other countries have yet prepared for home economics extension work at the University of Wisconsin through a degree program.

Occasionally, a student not pursuing a degree has studied for a short period of time in the Department of Home Economics Education and Extension. The student's program of study is planned on the basis of her individual needs, interests and background. Experiences at the county level are planned insofar as her time and the time of others involved will permit.

Means of Evaluating the Program

Within the past several years, the faculty of the School of Home Economics have been involved in a curriculum revision program to be

²¹Ibid., p. 3.

initiated in all curricula in the fall of 1961. The various curricula offered were changed when necessary to prepare students for family living responsibilities as well as professional duties.

As a result of the curriculum revision and changes made in the Home Economics Education major, it is hoped that courses would be provided or revised to develop competences needed by home agents.

Another method used to evaluate the program is to take a look at former students who are engaged in home demonstration work and see where in changes can be made to provide more effective learning experiences to help individuals meet the problems and situations that arise at the county level.

APPENDIX E

SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRE CONCERNING THE
UNDERGRADUATE PROGRAM FOR PROSPECTIVE HOME ECONOMICS
EXTENSION WORKERS IN 12 LAND-GRANT INSTITUTIONS

TABLE I

TYPE OF UNDERGRADUATE PROGRAM OFFERED FOR HOME ECONOMICS EXTENSION WORKERS IN 12 LAND-GRANT INSTITUTIONS AND ANTICIPATED REVISIONS OF THESE PROGRAMS

Institution ¹	Type of Program			Revisions Being Made or Anticipated Being Made in the Future ²
	Professional Curriculum or Major	Option in a Curriculum	Plan Incorporated in Various Curricula	
1		X ^A		Program will be developed to include a professional curriculum in Home Economics Extension Education.
2		X ^B		No changes.
3	x	X ^A		No changes.
4			X	Recommendations are before University Administration regarding certain requirements and suggested electives to be included for undergraduate programs.
5	X			No changes.
6	X			A group of basic courses which would be broad in scope and would be required of all students enrolled in the College of Home Economics. The courses would be required at the lower division level.

TABLE I (CONTINUED)

Institution ¹	Type of Program			Revisions Being Made or Anticipated Being Made in the Future ²
	Professional Curriculum or Major	Option in a Curriculum	Plan Incorporated in Various Curricula	
7	X			Increased flexibility. We want to continue the emphasis in social science as well as home economics; however, our present curriculum is much too rigid.
8	X			No changes.
9	X			We anticipate combining the Vocational Home-making Division of the Department of Vocational Education and the Home Economics section of the Department of Agricultural and Home Economics Extension. We believe certain individual courses can be combined and the "teaching majors" and the "extension majors" take the courses together.
10			X	No changes.
11		X ^{A,B}		No changes.
12			X	No Changes.

¹ The numbers listed below were assigned at random to the institutions

² Listed below are statements as given by respondents.

A Home Economics Education curriculum

B General Home Economics curriculum

TABLE II

TYPES OF INSTITUTIONS FROM WHICH HOME ECONOMICS EXTENSION WORKERS
EMPLOYED DURING LAST THREE YEARS IN 11 STATES
RECEIVED UNDERGRADUATE DEGREES

Type of Institution	Number Reporting			
	100%	99-50%	49-1%	None
Land Grant Institution in own State	1	3	6	-
Other Colleges and Universities in own State	-	5	4	1
Colleges and Universities outside your state	-	2	5	3

APPENDIX F

DESCRIPTIVE CASE STUDIES OF THE GRADUATE PROGRAM IN EXTENSION

EDUCATION FOR HOME ECONOMICS EXTENSION WORKERS IN

FOUR LAND-GRANT INSTITUTIONS

1. CORNELL UNIVERSITY

Setting of the Program

The Graduate School at Cornell University offers four advanced degrees in Extension and Adult Education. Courses for this major are in the education and rural education field of instruction. The master of education and doctor of education are professional degrees in education. The master of science and doctor of philosophy are general degrees. Students from various areas at Cornell University can minor in Extension Education at the master's or doctoral levels.

The Graduate School is composed of University staff who have been elected to the Graduate Faculty. This group exercises over-all administration and supervision of graduate programs. It also serves as a clearinghouse for existing and new graduate programs at the University.

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school. The Graduate School itself, and not a college or departmental group administers and confers general degrees. It imposes few requirements, permits great latitude to the individual in choice of studies, and expects each candidate to utilize all resources of the University relative to his work. It emphasizes an essentially scientific training, a pursuit of truth as an end in itself rather than as a by-product of professional attainment.

Advanced professional degrees are designed as preparation and training for a special profession. The admissions, requirements and curricula for such degrees, as approved by the Graduate Faculty, are announced by the faculty of a professional school or college, which, for the purpose, acts as a division of the Graduate faculty. Degrees are awarded upon recommendation of the division of the Graduate faculty. The Master of Education and Doctor of Education degrees are administered by the Division of Education.

The Department of Rural Education in the School of Education is the area which develops the graduate curriculum in Extension Education for agricultural and home economics extension workers at both the master's and doctoral levels.

Administration of the Program

Graduate faculty in the area of Extension Education in the Department of Rural Education are responsible for providing leadership in the over-all direction of the graduate program in Extension Education.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the Graduate School is that each student's program of study should be "tailor-made" to fit the needs of the individual. Each program is developed on the basis of professional interests, educational background, experiences, and probable future work of the individual.

At Cornell University, emphasis in Extension Education is placed upon the primary responsibility of an extension worker as a teacher. She should be ready, willing, and able to influence, educationally, rural men, women and children toward a better, more complete life. In order to do this, she must develop competence in teaching, communicating, advising, demonstrating, and counseling.¹

Professor J. Paul Leagans has identified some of the major areas of competence that appear necessary for extension workers today. This list specifies certain abilities that training programs should develop in extension personnel. It serves as a guide for the graduate program in Extension Education at Cornell University. These include:

1. Knowledge and understanding of technical subject matter appropriate to one's job.
2. Understanding the Extension Service and its role as a public educational institution.
3. Ability in human relations.
4. The ability to plan.
5. The ability to clarify and state objectives and goals for one's work.
6. The ability to organize people and things.
7. The ability to relate principle and practice.
8. The ability to counsel.
9. The ability to involve local leaders.
10. The ability to arrange learning situations, or to teach.
11. The ability to evaluate extension programs and their outcomes.
12. The ability to communicate.²

Recruitment and Guidance of Students

Informing Extension Workers of Opportunities for Graduate Study

No special means beyond the University's Graduate School Announcements are used to inform extension workers of opportunities for graduate study at Cornell University. Plans are being made for the preparation

¹John M. Fenley, "Offerings for Professional Workers," Extension Service Review, January, 1961, p. 5.

²J. Paul Leagans, Developing Professional Leadership in Extension Education (Ithaca, New York, May, 1958), pp. 10-23.

of a brochure which describes the program.

No fellowships and scholarships are specifically designated for graduate students in Extension Education. Graduate assistantships are available, on a competitive basis, through the School of Education.

Requirements for Admission to Graduate Study

Admission to study in the Graduate School is granted to graduates of approved colleges whose personalities, experience, and records provide evidence of ability to succeed in the chosen field. Members of the Graduate Faculty examine the application of each individual and make recommendations to the Graduate School relative to her fitness as a candidate.

To be admitted to the Graduate School, an applicant must (1) have received her baccalaureate degree from a college or university of recognized standing or have done work equivalent to that required for such a degree, (2) show promise of ability to pursue advanced study and research satisfactorily as judged by her previous records, or otherwise, and (3) have had adequate previous preparation in her chosen field of study to enter at once upon graduate study in that field. The graduate student majoring in Extension Education must have had at least two years of experience with the Cooperative Extension Service or its equivalent.

Applicants for candidacy for the Doctor of Education degree and the Doctor of Philosophy degree are expected to have scores submitted from the Miller Analogies Test or the Graduate Record Examination (the Aptitude Test and the Advanced Test in Education) to the Graduate School. Applicants for candidacy for the Master of Education degree or the Master of Science degree may be asked to meet this requirement before admission.

Guidance and Advisement of Students

Every candidate for a graduate degree works under the direction of a Special Committee which she selects herself. Its members may be professors, associate professors, assistant professors, or instructors who hold the doctor's degree, and who have as their primary work teaching and research on the Ithaca campus.

Members of the Special Committee decide upon the candidate's plan of study and research, whether she is making satisfactory progress, and whether she deserves the award of the degree. They conduct and report on all examinations required for the degree and approve and accept the thesis.

The candidate for a Master of Science or Master of Education degree selects two members for her Special Committee. Candidates for the Doctor of Philosophy or Doctor of Education degree select three members for the Special Committee. The chairman of the Committee represents the student's field of professional service. Other members of the Committee are selected with the advice of the chairman, to give adequate representation of the student's program.

Program of Study

Requirements for the Degree

Candidates for the Master of Science degree and the Master of Education degree are required to offer one major and one minor subject. Candidates for the Doctor of Philosophy or Doctor of Education degree offer one major and two minor subjects.

The Graduate School itself imposes no course requirements upon the candidate. It does not regard an accumulation of credit hours as an indication of the student's progress, neither is it in any measure a guarantee that she will receive a degree. The standards of attainment for each subject are determined by the member of the faculty representing the subject on the Special Committee. The Committee member requires whatever, in his judgment, is necessary for proper training, including attendance in courses, seminars and supervised or independent study.

The Graduate Faculty regards study in residence as essential for a graduate degree. The Faculty requires that the candidate for a Master of Science or Master of Education degree earn a minimum of two units of residence.³ Five units of residence beyond the bachelor's degree are required for the Doctor of Education degree. Six units beyond the bachelor's degree are required for the Doctor of Philosophy degree.

Candidates for the Master of Science or Master of Education degree cannot count study in other graduate schools as part of their residence. Candidates for the doctorate are usually permitted to count study elsewhere for the master's degree as equivalent to two residence units.

A candidate for the Doctor of Philosophy degree is required to pass language examinations in two foreign languages chosen from the following: French, German or Russian. The Graduate School designates requirements for passing the language examinations in terms of the resident requirement.

For the Master of Education degree, the candidate is required to pass a final examination conducted by the Special Committee. The examination, to be both written and oral, is comprehensive in nature. It is designed to evaluate the candidate's proficiency in the theory and practice of education.

³Residence credit may be earned as follows: (1) a regular term of full-time residence study during the academic year--1 residence unit; (2) a regular term of part-time residence study during the academic year--3/4 or 1/2 residence unit; (3) six-week summer session--2/5 residence unit. (Credit earned through the three-week summer session periods is not transferable in fulfillment of residence requirements for general degrees of Master of Science and Doctor of Philosophy, nor for the Doctor of Education degree beyond residence earned in candidacy for Master of Education degree.)

For the Master of Science degree, the candidate is required to pass an examination as specified and conducted by the Special Committee.

For the Doctor of Philosophy or Doctor of Education degree, the student is required to pass a Qualifying Examination during the third unit of residence. The purpose of this is to determine the applicant's fitness for undertaking advanced studies and to enable the Special Committee to plan a program which will make her familiar with the requisite knowledge and techniques. Also, a Final Examination is to be taken in two parts. The first part is taken not earlier than the last month of the fourth unit of residence and at least four months before the second part. The second part is taken after the thesis is approved by the Special Committee.

Major Area of Study

The student's major area of study is in Extension Education. Courses in this area are usually within the Department of Rural Education and its Division of Extension Education. No specified core of courses are required, however the student takes courses in this area which her committee feels are appropriate to her needs, interests and future professional aspirations.

Seven courses are available in the Extension Education area. They are concerned with: extension as an educational institution; extension program building; educational psychology; personnel management; principles, methods, objectives and techniques in extension teaching and communication; advanced seminar in extension education; seminar in comparative extension education; and special studies in research.

The student supplements her basic program with courses in rural sociology, home economics education, human relations, administration, and cultural anthropology.

Common to the program of study of a master's candidate in Extension Education is at least one course related to research. This can be a course in research methods and techniques, statistics, or evaluation.

At the doctoral level, the student takes a course in methods and techniques of research, a course in evaluation or in research design, and a course in applied educational statistics.

Minor Area of Study

One minor area of study is required at the master's level. Most home economics extension workers select a minor in an area of home economics. A few select a minor in one of the social science areas.

Two minor areas of study are required at the doctoral level. The home economics extension worker can select a minor in two areas of home economics or select a minor in one area of home economics and the second minor in a social science area.

Extension Education Courses

Seven graduate Extension Education courses are offered through the

Department of Rural Education in the School of Education. These courses were taught by graduate faculty members who have had experience in the Cooperative Extension Service. They include:⁴

- Rural Education 212, Educational Psychology for Extension Workers, 3 credits
- Rural Education 213, Personnel Administration for Extension Workers, 3 credits
- Rural Education 223, Seminar: The Cooperative Extension Service as an Educational Institution, 2 credits
- Rural Education 224, Program Building in Extension Education, 2 credits
- Rural Education 225, Teaching and Communication in Extension Education, 2 credits
- Rural Education 227, Seminar: Cooperative Extension Education, 2-4 credits
- Rural Education 228, Advanced Seminar in Extension Education, 2 credits

Research Requirement

Candidates for degrees in Extension Education are required to submit an acceptable thesis, except those pursuing the Master of Education degree, who may submit an essay.

Candidates for the master's degree take graduate work with various aims and considerable variety of preparation. Because of this, the Special Committee determines the importance of the thesis in completing the student's program.

The thesis for the Doctor of Philosophy degree is to show special evidence of the student's acquaintance with materials and methods, and acquisition of abilities and techniques for carrying on original research.

Directed Field Study (Doctor of Education Degree Requirement)

In keeping with the emphasis of the Doctor of Education degree program to prepare the individual for a position of leadership in the educational profession, a minimum of one year of full-time experience in the candidate's field of professional service is required. This period of preparation is known as the Directed Field Study. It commonly follows the completion of a minimum of two units of residence at the University beyond the master's degree or its equivalent.

The aspect of the program of the Cooperative Extension Service in which the candidate does the field experience is decided with the advice and assistance of the Special Committee. The aspect of the Service chosen should provide those practical experiences which she and the Committee identify as being needed in acquiring further competence as an extension educator.

⁴A description of the courses referred to in this case study can be found in: Cornell University, Cornell University Announcements, Graduate School, 1960-1961.

Prior to the field study period, the candidate plans with her Committee and with her supervisor or employer the kind and extent of experience to be received. The proposed plan for the experience is approved by the committee. This plan includes a description of means whereby the experience is to be obtained, supervised and reported.

The Committee requires the following from the candidate: (1) an outline of the experiences, as agreed upon by the candidate, the Committee and the supervisor, in advance of the Field Study, (2) a periodic reporting of activities engaged in or experiences obtained by the candidate, (3) a statement by the supervisor of the candidate's performance in obtaining experiences and of the values gained, and (4) a final written report by the candidate which includes an evaluation of the experiences.

Successful completion of the Directed Field Study is a requirement to recommendation of the candidate for the Doctor of Education degree.

Students From Other Countries

A special project in the regular Extension Education program at Cornell University has been made possible by a grant from the Ford Foundation. This activity is designed to provide special training in the process of extension education fitted to other cultures. It is intended primarily for three groups of people: (1) representatives of land-grant colleges and extension service in both the United States and other countries abroad, (2) representatives of other United States and foreign agencies and institutions engaged in promoting rural improvement in less developed countries, and (3) other interested persons who could qualify for admission to the program. After five years, Foundation support will terminate June 30, 1961. However, provisions are being made by the University to continue work in this area as a permanent part of the Extension Education program.

Means of Evaluating the Program

The evaluation of the graduate program in Extension Education at Cornell University, like all others, is done on an informal basis. The Graduate Faculty indirectly evaluates the program when additional courses are suggested or changes are considered.

Students involved with the program may be asked, by the professor of the class, to submit an evaluation of the course. The effectiveness of courses in the area of extension education is evaluated on the basis of class enrollment, attendance of class members, and the extent to which individuals not concerned with extension programs participate in the course.

Another method used to evaluate the graduate program is to take a look at former students and see wherein changes could be made to provide more effective learning experiences in terms of programs and problems these individuals are facing.

2. MICHIGAN STATE UNIVERSITY

Setting of the Program

The program for a Master of Science degree with a major in Extension is a cooperative program between the Institute for Extension Personnel Development and the College of Agriculture and the College of Home Economics. A graduate student can elect a minor field of study in Extension for the Doctor of Philosophy degree.

The School for Advanced Graduate Studies exercises over-all review and supervision of graduate education programs conducted in the several colleges at Michigan State University. It provides leadership in the evolving of new programs as well as insuring standards for existing programs consistent with national standards. Each College of the University develops its graduate program consistent with the professional standards of the respective field.

At the master's level, a student's program of study is administered by her major department or division, subject to the approval of the Dean of the College. Programs of study for advanced graduate degrees are administered by guidance committees, departments, divisions and colleges, subject to policies approved by the Graduate Council of the University.

The Institute for Extension Personnel Development is an academic unit in both the College of Agriculture and the College of Home Economics. The Associate Director of the Cooperative Extension Service has a cooperative appointment with the Extension Service and with the resident teaching program. He serves as Director of the Institute. The Institute assumes responsibility for the graduate program in Extension for agricultural and home economics extension workers.

Administration of the Program

The Director of the Institute for Extension Personnel Development provides leadership in the over-all direction of the graduate program in Extension. The graduate committee of the College of Home Economics and of the College of Agriculture serve in an advisory capacity to the Director of the Institute for the graduate program in Extension.

Philosophy, Purposes and Objectives of the Program

The Institute for Extension Personnel Development was created in order to focus the University's varied educational resources on the professional improvement of personnel of the Cooperative Extension Service. The program of the Institute is designed for the unique, changing educational needs of extension personnel. It embraces a flexible, individualized, interdisciplinary concept of education. The interdisciplinary

structure of the Institute encourages the extension worker to round out her technical training and improve her effectiveness as an educator with study in other fields.

Personnel of the Cooperative Extension Service are encouraged to pursue graduate degrees in a wide variety of fields. Most home economics specialists and some agents work toward degrees with major study in one of the Departments of the College of Home Economics. For these, the Institute offers a minor in Extension at both the master's and the doctoral levels.

The graduate program offers the extension worker opportunity for study beyond the bachelor's degree. Its purpose is to provide opportunity for the individual to increase in competence as an extension educator, and to provide for introduction to research methods and techniques and for experience in critical evaluation of literature.

The goal of the Institute for Extension Personnel Developed serves as a basis for objectives of the graduate program. This has been stated in the following manner:

Certain characteristics are desirable in a professional Cooperative Extension educator. He or she should have developed an ability to search for, find, and evaluate knowledge and to pass this knowledge on to others effectively.

He or she should have acquired the attitude of a professional extension educator, including an active and creative intellectual curiosity accompanied by the habit of continuous reading, studying, and professional development.

He or she should have a broad acquaintance with human behavioral sciences, the principles of management, and at least a survey knowledge in all fields in which the Cooperative Extension Service has programs.

He or she should have an ability to apply his knowledge or such aspects of the Cooperative Extension Service as its history, its objectives and purposes, its organization, program development and operation, as well as the processes of evaluating and financing extension work. He should also have an understanding of the relationships which exist between the Cooperative Extension Service and the people it serves, government units at various levels, the universities of which Cooperative Extension is a part, other adult education institutions, and farm organizations and other groups.⁵

Recruitment and Guidance of Students

Informing Extension Workers of Opportunities for Graduate Study

In order to inform Michigan Cooperative Extension Service personnel

⁵Michigan State University, "Institute for Extension Personnel Development." (Flier).

of opportunities for graduate study, the Institute for Extension Personnel Development has prepared exhibits to be used at meetings on area and state levels.

A flier describing the Institute for Extension Personnel Development has been distributed to extension workers in Michigan. This has also been made available to out-of-state extension personnel.

No fellowships, scholarships, or graduate assistantships are specifically available to graduate students who pursue work through the Institute.

Requirements for Admission to Graduate Study

The student's application for admission to graduate study is reviewed by the appropriate department and the Dean of the College to determine the individual's qualifications as judged by her academic background and record, experiences, and personal competence. The student is then admitted on a regular or provisional basis.

In the College of Home Economics, candidates whose records show that they are qualified to pursue a course of study toward an advanced degree are admitted under regular status. A grade-point average of 3.0 or above (on a 4.0 scale) in previous academic work is required. Candidates who lack substantial requirements for the course of study they intend to pursue are admitted on a provisional basis.

In addition to the admission requirements as set forth by the College of Home Economics, the student majoring in Extension must have had successful professional experience with the Cooperative Extension Service or a similar adult education program.

Guidance and Advisement of Students

An advisory committee, including a representative from the College of Home Economics and the Chairman of the Institute for Extension Personnel Development assists the student in planning a program to help meet her individual needs and interests.

All graduate students enrolled in the Institute meet individually on a regularly scheduled weekly basis with the Director of the Institute. These sessions are primarily devoted to an evaluation of the student's program and guidance in her reading and research.

Program of Study

Requirements for the Degree

The number of credits required for the master's degree is 45. A suggested apportionate of these credits is 30-33 credits in the major field, of which 6-10 credits is research, and 12-15 credits in the minor field.

A grade-point average of 3.0 (out of a possible 4.0), computed on a planned program, is required to qualify for an advanced degree.

Students whose major study is in the Institute for Extension Personnel Development are required to pass an oral examination in defense of the thesis. The examining committee is selected by the major professor and the student, with the approval of the Dean of the College.

At least 15 credits are to be taken in formal course work on-campus in East Lansing. Twelve credits can be transferred from other accredited graduate schools, if approved by the University. All credits to be used for the master's degree are to be completed within five years immediately preceding the oral examination.

Major Area of Study

In keeping with the interdisciplinary concept of Extension study at Michigan State University, a graduate student is given maximum freedom in planning her study program. The student develops her plan of study in consultation with her major professor. Her background, experiences, future aspirations and professional interests are considered in planning the program. Thus, the plan of study of the individual degree candidate will usually vary.

The program of study selected by home economics extension workers may include: (1) courses in technical home economics, (2) courses in the Department of Economics, Political Science, and Public Administration, and (3) extension courses in the Institute and courses in education and/or the field of communications.

The Graduate Seminar in Cooperative Extension Service is carried on throughout the year as a core course for all extension workers doing graduate work.

Common to the plan of study of each graduate student in Extension is at least one course in research methods in one of the social science areas and a course in statistics. The course taken in statistics depends upon the student's needs with respect to her chosen research problem and her interests in the subject.

Minor Area of Study

The graduate student majoring in Extension may select a minor in one of the Departments of the College of Home Economics (Foods and Nutrition; Home Management and Child Development; Institution Administration; and Textiles, Clothing and Related Arts), or choose a minor field general communications, sociology, social psychology, anthropology, psychology, adult education, or a similar area.

Extension Education Courses

One graduate extension education course is offered to students majoring or minoring in extension. This is a core course for all extension workers majoring in Extension. It is offered by the Institute for Extension Personnel Development and is taught by the Director of the Institute. It is offered during the fall, winter and spring quarters and is Extension

Personnel Development 501, Seminar in Cooperative Extension Service, 1-3 credits.⁶

Each summer term, during either the first or the second five-week session, special classes for extension personnel are offered through the Institute. These include a class in program development, implementation and evaluation in the Cooperative Extension Service. This class is similar to the seminar offered during the fall, winter and spring quarters.

Research Requirement

Each graduate student majoring through the Institute for Extension Personnel Development is required to write a thesis or conduct significant original research, the results of which may be published. The research program of the Institute is concerned primarily with measuring the efficiency and effectiveness of implementation of the program of the Cooperative Extension Service. In many instances, the research problems of graduate students contribute to the research program of the Institute.

Special Joint-Major Programs

In addition to the program, as previously described, special joint-major programs have been developed for home economics personnel of the Cooperative Extension Service. A joint-major in Home Management and Extension is an example. This features a master's degree program in Home Management Extension.

Students From Other Countries

Several students from other countries have studied for a master's degree in Extension through the Institute for Extension Personnel Development. Each student's program of study is planned on the basis of her needs and future work. The resources of the University are available to help her meet her needs.

If the enrollment justifies, students from other countries participate in the Seminar in Comparative Extension Education instead of the Graduate Extension Seminar. These seminars are similar, however, the former one is designed to help the students develop a better understanding of the extension program in her own country.

Special experiences at the county level are planned for these students, insofar as time and resources permit.

Means of Evaluating the Program

The evaluation of the graduate program in Extension, as offered by

⁶ A description of the courses referred to in this case study can be found in: Michigan State University, Catalog, 1960-1961, and Michigan State University, "Institute for Extension Personnel Development." (Flier).

the Institute for Extension Personnel Development has been a continuous process since its beginning.

Students are asked periodically to respond to reaction sheets concerning the graduate program. The Institute keeps in contact with former students. It often asks them for suggestions for improving the program in terms of their present programs and problem areas.

The graduate committee of the College of Agriculture and of the College of Home Economics and the administration of the Michigan Co-operative Extension Service are often asked to submit suggestions for the further development of the program.

3. OKLAHOMA STATE UNIVERSITY

Setting of the Program

The Graduate School of Oklahoma State University offers a Master of Science degree in Rural Adult Education in Home Economics.

The Graduate School is under the general direction of the Graduate Faculty. The Dean of the Graduate School is responsible for administering requirements and regulations regarding advanced degrees as established by the Graduate Faculty. Individual colleges or departments may impose additional requirements beyond the minimum.

The graduate program in Rural Adult Education for agricultural and home economics extension workers was established by the College of Agriculture and the Division of Home Economics, respectively. The program was developed by a committee representing the Division of Home Economics, College of Agriculture, College of Education and the Agricultural-Home Economics Extension Service. It was instigated during the 1953-54 school year.

The program for home economics extension workers was established as an interdepartmental program in the Division of Home Economics.

Administration of the Program

The Coordinator of Home Economics Resident and Extension Relationships provides leadership in the over-all direction of the graduate program for home economics extension workers. She has a joint appointment with the Division of Home Economics and the Oklahoma Extension Division. She works with the State Home Demonstration Agent on the planning and scheduling of classes to be offered for extension workers. She serves as academic adviser to students concerning their plan of study.

The graduate faculty of the Division of Home Economics serves in an advisory capacity to all graduate programs offered through the home economics unit.

Philosophy, Purposes and Objectives of the Program

The belief underlying the graduate program in Rural Adult Education in Home Economics is that the responsibilities of the home economics extension worker are of such nature that she should have broad general knowledge of the field of home economics and other closely related areas, rather than highly specialized technical knowledge of a relatively narrow field in home economics.

On the basis of this underlying philosophy, the character of the program is more general in scope than the traditional graduate program; however, it maintains standards of graduate work comparable to the traditional program. The interdepartmental program has been planned to meet the peculiar needs for advanced training of persons engaged in educational programs dealing primarily with adults in rural areas.

The purpose of the program is to provide an opportunity for extension workers to improve their effectiveness through: (1) supplementary study in subject matter areas in home economics; (2) supplementary study in general education and study of the socio-economic setting of which the worker operates; and (3) study of psychology and methodology useful to extension workers.

The graduate program has as its goal the development of sufficient depth in the area of adult education to supplement the already established competences in the various subject matter areas.

Recruitment and Guidance of Students

Informing Extension Workers of Opportunities for Graduate Study

Information describing the graduate program in Rural Adult Education in Home Economics has been made available to home demonstration agents in Oklahoma. This was prepared by staff in the Division of Home Economics and the Extension Division. Information is also available to out-of-state extension workers, upon request.

No fellowships or scholarships are specifically available to students who pursue graduate work in Rural Adult Education. Students pursuing work in this area are eligible to compete for fellowships and scholarships offered through the Division of Home Economics.

Requirements for Admission to Graduate Study

Admission to the Graduate School is granted to graduates of colleges and universities of recognized standing.

To be admitted to the graduate program in Rural Adult Education in Home Economics, the individual is required to have a baccalaureate degree in Home Economics or a closely related field and two years of successful experience in home demonstration work, or similar activities.

Guidance and Advisement of Students

A part of the responsibilities of the Coordinator of Home Economics Resident and Extension Relationships is to serve as adviser to students pursuing a master's degree in Rural Adult Education. She works with the student in planning her program of study and administers the final examination.

If the student is involved in a research report or thesis, a committee is appointed to serve in a guiding capacity to the student concerning the research problem. The chairman of the committee is usually from the subject matter field involved in the research problem.

The Coordinator usually serves as a member of this committee.

Program of Study

Requirements for the Degree

The candidate for a Master of Science degree is required to complete not less than the equivalent of two semesters of full-time graduate work. If a thesis is submitted, 30 credit hours, including not more than six credit hours for the thesis, must be completed. If a report is submitted, 32 credit hours, including not more than two credit hours for the report, must be completed. If no thesis or report is submitted, 32 credit hours of course work are required.

Eight semester credit hours of the 30 or 32 required for the degree may be transferred from another recognized college or university and/or by continuing education courses from the University or from another recognized institution.

Students taking courses at Graduate Centers of the University may decrease the resident requirement to 16 credit hours, providing the courses are of value to the individual in her plan of study.

Students are expected to complete requirements for the master's degree within six years after registering for graduate credit either in residence, in courses transferred from another institution, or in courses taken off the campus.

An average grade of B (3.0) is required in the major field and for all courses on the plan of study.

Students who do not prepare a thesis are required to pass a written examination covering the major and minor fields of study. Students who prepare a thesis are required to pass an oral examination in defense of the thesis.

Plan of Study

The major emphasis placed upon the program in Rural Adult Education is on extension teaching methods. However, the program is flexible enough to permit an individual to emphasize a subject matter field, if she desires.

The graduate program is based upon the individual's needs, interests and future goals. In general, the courses are to be distributed in the following manner: (1) general education, 6-12 credits; special subject matter preparation in home economics, 10-16 credits; (3) professional education, 6-9 credits; research, problem or thesis, 2-6 credits; and (4) electives to complete 30-32 semester credit hours.

In the general education field, it is suggested that the student elect courses in the area of sociology, psychology, social psychology, and communications.

To meet requirements in home economics subject matter, the student may select from graduate courses in any of the subject matter departments of the College of Home Economics. She may select courses from one area or from all areas, depending upon her choice and needs.

The professional education courses in the student's plan of study are extension education courses which were previously offered to extension workers or designated courses in the field of home economics education.

The student takes at least one course in research methods and techniques. She usually chooses to take such a course as offered by the Department of Home Economics Education. To satisfy the research requirement, she submits a 2-hour problem or a 6-hour thesis.

In addition to the 30-32 hours required for the master's degree, all graduate students in home economics are required to take Home Economics 5H1, Orientation for Graduate Students in Home Economics.⁷ This seminar is designed to help the student develop further understanding of and appreciation for home economics.

Extension Education Courses

In the summer of 1953, the Extension Division made available three-week courses in extension education for extension workers in Oklahoma. These were continued through the summer of 1956.

These extension education courses became the core of professional education for the master's degree in Rural Adult Education. They were: Extension Information, 1 credit; Program Development, 2 credits; Psychology for Extension Workers, 2 credits; History, Functions and Objectives of the Extension Service, 2 credits; Evaluation in Extension Education, 2 credits; Group Dynamics, 2 credits; and Extension Teaching Methods, 1 credit.

When the above courses were no longer available, designated home economics education courses became the core for home economics students in Rural Adult Education. These are:

- Home Economics Education 520, Contemporary Home Economics Education, 3 credits
- Home Economics Education 563, Evaluation in Homemaking Education, 3 credits
- Home Economics Education 510, Seminar in Home Economics Education (research methods and techniques), 2 credits

Research Requirements

To fulfill the research requirement, the student is required to submit a two-credit problem or a six-credit thesis.

⁷A description of the courses referred to in this case study can be found in: Oklahoma State University, Graduate School Catalog, 1959-1961.

Students From Other Countries

Several extension workers from other countries have pursued a master's degree in Rural Adult Education. Others have taken work as a "special student."

The program of study for these students is planned according to their own needs, interests and future plans. These students usually include the courses in extension education and/or the designated courses in home economics education in their study plan.

Experience with the extension program in Oklahoma is provided, insofar as time and resources permit. The student usually spends three to four weeks in the field with personnel from the central office. She usually spends some time in a county working with and observing the work of a home demonstration agent. When feasible, arrangements are made for her to spend some time living with a farm family.

Means of Evaluating the Program

The evaluation of the graduate program has been done only on an informal basis. Plans are being made to consider the program and to make revisions where needed in order to make it more effective.

4. UNIVERSITY OF WISCONSIN

Setting of the Program

The Graduate School of the University of Wisconsin offers both the Master of Science and the Doctor of Philosophy degrees in Cooperative Extension with major emphasis on Education and Administration.

The Graduate School is under the general direction of the Graduate Faculty. The Dean of the Graduate School assumes responsibility for administering regulations and requirements pertaining to advanced degrees. Minimum regulations and requirements are established by the Graduate School; however, individual departments and divisions may have additional requirements beyond the minimum.

In the Graduate School, colleges and schools of the University are grouped in divisions, according to subject matter, i.e. social sciences, physical sciences, etc. These divisions serve three purposes: to regulate, within bounds fixed by the Graduate School, graduate instruction and procedure in related fields; to provide opportunity for discussion of matters of common interest; and to promote scholarship and research through the cooperation of several departments.

Graduate programs in Cooperative Extension are under the supervision of the Department of Agricultural and Extension Education, the Department of Home Economics Education and Extension, and the National Agricultural Extension Center for Advanced Study.

The Department of Agricultural and Extension Education is a department within the College of Agriculture. In 1954, it was reorganized to include an undergraduate and graduate program in cooperative extension work in addition to the agricultural education teaching program. This Department is responsible for the graduate program in Cooperative Extension--Agriculture.

The Department of Home Economics Education and Extension is a department within the School of Home Economics. The graduate program in this department was expanded in 1955 to include a special major for extension home economists.

The National Agricultural Extension Center for Advanced Study was established in 1955 by the American Association of Land-Grant Colleges and State Universities and located at the University of Wisconsin. The purpose of the Center is to provide additional opportunities for graduate study, research and inservice education for personnel in administrative and supervisory positions recommended by their administration from the Cooperative Extension Service of the 50 states, Puerto Rico and the Federal office.⁸ The Center is supported by a grant from the W. K.

⁸Robert C. Clark, Julia I. Dalrymple and James A. Duncan, "Three-Way Program," Extension Service Review, January, 1961, p. 19.

Kellogg Foundation and funds from the College of Agriculture. The Center staff is responsible for the graduate program in Cooperative Extension--Administration. All staff members identified with the Center have an academic appointment with one of the Departments of the University.

Administration of the Program

The staff members of the National Agricultural Extension Center for Advanced Study and the Departments of Agricultural and Extension Education, and Home Economics Education and Extension cooperate in developing and teaching courses, advising students, directing research and administering all degree requirements in Cooperative Extension Education and Administration in both Agriculture and Home Economics.

The Director of the National Center is directly responsible to the Dean of the College of Agriculture at the University of Wisconsin. A National Board of 11 members, appointed by the American Association of Land-Grant Colleges and State Universities serves in an advisory capacity to the Director. Also, a University of Wisconsin Advisory Committee, composed of staff members representing Colleges and Schools closely associated with the Center's interdepartmental, interdisciplinary program, serves in an advisory and coordinating capacity. These advisory groups are primarily concerned with the graduate program as it is offered through the National Center; however, their suggestions and recommendations have bearing upon all programs offered in Cooperative Extension.

Philosophy, Purposes and Objectives of the Program

The graduate program in Cooperative Extension Education and Administration emphasizes a flexible, individualized, interdisciplinary concept of education. Each individual's program of study is planned on the basis of her educational background, experiences and future aspirations. The program of study may be distributed in a variety of departments and among the various disciplines of the University.

The primary purpose of the graduate program is to help the extension worker develop increased understanding, initiative, self-confidence and competence in relation to professional responsibilities.

The graduate program in Cooperative Extension, offered through the National Center, developed because of a situation. Administrators and supervisors in the Extension Service have moved into their work largely from the positions of agents, specialists and research workers. They have had little or no preparation in administration and supervision. It has been pointed out that:

The administrator continually faces decisions as to organizational relationships, fiscal policies, personnel training and management, planning, execution and evaluation

of programs and up-to-date assessments of the functions and responsibilities of the Cooperative Extension Service. If he is to exercise the leadership essential in a functioning organization, he must have available training opportunities which will increase skills necessary to handle problems of this kind.⁹

On the basis of this thinking, the graduate program through the National Center is conceived as an important means of directing study and research toward the broad problem areas in which administrators and supervisors operate.

The graduate program as offered through the Department of Home Economics Education and Extension is designed to provide further preparation for an individual so that she can more effectively assume the responsibilities of an extension home economist. This program places emphasis upon the home economics extension worker as an educator.

Recruitment and Guidance of Students

Informing Extension Workers of Opportunities for Graduate Study

Several methods are used to inform extension workers of opportunities for graduate study in Cooperative Extension Education and Administration at the University of Wisconsin. Various brochures and bulletins had been prepared by the staff in the National Center and the Departments of Agricultural and Extension Education and Home Economics Education and Extension describing the program.

A quarterly newsletter is sent from the National Center to administrators of home economics and agricultural resident teaching and extension programs. This release provides information about the graduate program. The administrators are asked to inform eligible persons of study opportunities and financial assistance available at the University.

Through the National Center, approximately 25 fellowships are awarded annually, on a competitive basis, to both degree candidates and special students. For students without other financial support, grants are made in an amount up to \$4,800 per year, providing the individual is admitted to the Graduate School in full standing. Lesser grants are made to persons on leave of absence with partial salary, or with substantial assistance from other sources.

In general, fellowships are available to administrators and supervisors of the Cooperative Extension Service upon recommendation by their Dean and Director. Individuals who are not in these fields, but likely to be given administrative responsibilities in the future, are eligible for available fellowships on recommendation of their Dean, Director, or

⁹University of Wisconsin, National Agricultural Extension Center for Advanced Study, (Bulletin), p. 2.

responsible Federal administrative officer. To be eligible, the individual must be admitted to the Graduate School with full standing and also be on leave from her institution.

Graduate research assistantships involving part-time work are available in the Departments of Agricultural and Extension Education and Home Economics Education and Extension. All-University scholarships are available on a competitive basis.

Requirements for Admission to Graduate Study

Admission to the Graduate School is based upon the individual's undergraduate record. The conditions of admission with full standing are as follows: (1) a bachelor's degree from the University of Wisconsin or other approved institution; (2) an undergraduate major or its equivalent in the field of proposed graduate study; (3) 70 semester hours of academic work outside the undergraduate major with appropriate subject matter distribution; and (4) an undergraduate grade-point average of 2.75 (4.0 basis). If the applicant meets requirements of 1 and 4 but not 2 or 3, she may be considered for admission with deficiencies. A student whose records show an undergraduate grade-point average slightly below 2.75, but meets all other requirements for admission with full graduate standing, may be admitted on probation, providing other substantial evidence of scholastic ability is present.

Guidance and Advisement of Students

After the student is admitted to the Graduate School and is enrolled for class work, a committee is appointed by the Dean of the Graduate School to guide her in her program. The chairman of the committee is the student's major advisor. A staff member in the National Agricultural Extension Center for Advanced Study usually serves as major adviser for students majoring in Cooperative Extension Administration. A staff member in the Department of Home Economics Education and Extension serves as major adviser for students majoring in Cooperative Extension--Home Economics. Members of the committee are drawn primarily from the staff with whom the student takes course work and who are most closely associated with her research interests.

At the master's level, the student's committee is composed of three members. At the doctoral level, it is composed of five members. The committee works closely with the student during her graduate program by helping her set up a coordinated program of studies in terms of her own interests and needs within a flexible framework, counseling on the planning and carrying out of her research, and administering the required examinations.

Program of Study

Requirements for the Degree

The candidate for a master's degree offers a minimum of two semesters of residence credit, of which at least one semester must be earned at the University of Wisconsin. To obtain full residence credit for a semester at the University, the candidate must satisfactorily complete at least

nine credits of work at the graduate level.

The candidate for the degree of Doctor of Philosophy offers minimum residence credit of three academic years beyond the bachelor's degree. At least three of these semesters must be earned at the University of Wisconsin. The candidate spends at least one continuous academic year as a full-time student during the time she carries a full load of course work or research and gives time entirely to her graduate program.

The student is expected to maintain high quality work in her program. Graduate residence credit is given only for those courses in which the student receives a grade of B or better.

A reading knowledge of two foreign languages is required of all candidates for the Doctor of Philosophy degree. One of these languages must be French or German.

Students at the master's level are required to pass an oral examination in defense of the thesis.

At the doctoral level, the student is required to pass a comprehensive written and oral preliminary examination in the major field of study. This examination is taken after the student has satisfied the foreign language reading proficiency requirement and when her record has been cleared of all incomplete grades. Upon completion of the thesis, and at least six months after the preliminary examination, the student takes a final oral examination on the thesis and her program of study.

Plan of Study

In keeping with the interdisciplinary concept of graduate study in Cooperative Extension Education and Administration, the student is given considerable freedom in planning her program of study. The student's background, experiences, future aspirations and professional interests are considered in planning the program. Thus, the plan of study of each student varies.

It is suggested that the student elect a minimum of 9-12 credits from suggested courses in the Departments of Agricultural and Extension Education and Home Economics Education and in courses that are listed jointly by both of these Departments.

It is also suggested that the student elect related courses offered by other areas such as agricultural economics, agricultural journalism, commerce, education, philosophy, political science, sociology, rural sociology, speech, and subject matter areas of home economics to round out her program.

Depending upon the student's research problem, a course in statistics may or may not be required at the master's level. Two courses in educational statistics are minimum requirements at the doctoral level.

Students at both the master's and doctoral levels elect from suggested courses in research methods and techniques those which most nearly met their needs in terms of their research problem or future needs.

Extension Education Courses

Seven extension education courses are available to graduate students at the University of Wisconsin. These are listed jointly by the Departments of Agricultural and Extension Education and Home Economics Education and Extension. These include:¹⁰

- Cooperative Extension 101, Extension Work in Agriculture and Home Economics, 3 credits
- Cooperative Extension 133, Seminar, 2 credits
- Cooperative Extension 151, 4-H Club Organization and Procedure, 2 credits
- Cooperative Extension 210, Program Planning in Co-operative Extension, 3 credits
- Cooperative Extension 215, Budget Development and Control in Co-operative Extension, 3 credits
- Cooperative Extension 218, Supervision in Co-operative Extension, 3 credits
- Cooperative Extension 225, Administration of Co-operative Extension, 3 credits

The first three courses in this listing are taught by staff in the Department of Agricultural Education and Extension and are also available to undergraduate students interested in extension work. The remaining courses are taught by staff in the National Agricultural Extension Center for Advanced Study.

Research Requirement

At the option of the major department, a candidate for the master's degree is required to prepare a thesis or a substantial written report in some aspect of the major work. A candidate for the doctor's degree is required to submit a thesis.

Candidates for the Master of Science and the Doctor of Philosophy degrees in Cooperative Extension Administration are expected to conduct research problems in administrative organization, program planning, execution and evaluation, supervision, or personnel management of the Cooperative Extension Service in Agriculture and Home Economics.

Students from Other Countries

Several home economics extension workers from other countries have studied either as special students or for the Master of Science or the Doctor of Philosophy degree in Cooperative Extension--Home Economics through the Department of Home Economics Education and Extension. The student's plan of study is based upon her own needs and future work. Special problems are selected with orientation toward the student's own situation. Special experiences at the county level are planned for these students, insofar as time and resources permit.

¹⁰ A description of the courses referred to in this case study can be found in: University of Wisconsin, The Graduate School, 1959-1961.

Means of Evaluating the Program

Upon recommendation of the Center staff and with the approval of the National Advisory Board, an analytical and objective evaluation has been conducted of the total Center program since its beginning. Information gained from such an evaluation is being used for future programming, staffing and financing of a graduate and inservice training program for extension administrators and supervisors. It will also enable the cooperating agencies and individuals, particularly the W. K. Kellogg Foundation, to appraise the worth of their investment in terms of the objectives established for the Center.

To conduct the investigation, a well-qualified individual in educational psychology and measurement from another land-grant institution was employed half-time by the Center. He was urged to seek out the facts from existing records, opinions of students, State Directors of Extension, persons in the Federal Extension Service, present and former Center staff members, and administrators at the University of Wisconsin most directly associated with the program. A complete report of the evaluation is being published by the Center.

Since the graduate program in Cooperative Extension Education and Administration was developed and is instigated cooperatively by the National Center and the Departments of Agricultural and Extension Education and Home Economics Education and Extension, the evaluation report of the Center is applicable to the latter two Departments.

APPENDIX G

SUMMARY OF DATA CONCERNING THE GRADUATE TRAINING OF HOME ECONOMICS
EXTENSION WORKERS IN 15 COOPERATIVE EXTENSION SERVICES

TABLE III

A COMPARISON OF THE GRADUATE DEGREES HELD BY HOME ECONOMICS EXTENSION
WORKERS IN 15 COOPERATIVE EXTENSION SERVICES

	No. of Cooperative Extension Services Reporting											
	100%		99-75%		74-50%		49-25%		24-1%		None	
	A ¹	B	A	B	A	B	A	B	A	B	A	B
1. What percent of the county home economics extension workers in your state have a graduate degree?							2		2	9		2
2. What percent of the home economics extension subject matter specialists in your state have:												
A master's degree?	2	5	1	6	1							
A doctor's degree?											4	11
3. What percent of the home economics administrative and supervisory staff have:												
A master's degree?	2	6	1	4			1					1
A doctor's degree									1		3	11

¹A refers to the group of four land-grant institutions in which the writer studied the graduate program in detail. B refers to the responses received through questionnaires from 11 state leaders of home economics extension.

TABLE IV
 INSTITUTIONS AT WHICH HOME ECONOMICS EXTENSION WORKERS IN 15
 COOPERATIVE EXTENSION SERVICES USUALLY PURSUE
 GRADUATE WORK

	Number	
	Reporting A ¹	B
1. Generally speaking, do county home economics extension workers in your state usually pursue graduate work at:		
Your own institution?	4	4
Other colleges and universities in your state?	-	-
Colleges and universities outside your state?	-	7
2. Do home economics extension subject matter specialists in your state usually pursue graduate work in:		
Your own institution?	3	2
Other colleges and universities in your state?	-	-
Colleges and universities outside your state?	1	9
3. Does the home economics administrative and supervisory staff in your state usually pursue graduate work at:		
Your own institution?	2	3
Other colleges and universities in your state?	-	1
Colleges and universities outside your state?	2	7

¹A refers to the group of four land-grant institutions in which the writer studied the graduate program in detail. B refers to the responses received through questionnaires from 11 state leaders of home economics extension.

TABLE V

AREAS OF SPECIALIZATION PURSUED BY HOME ECONOMICS EXTENSION WORKERS
AT THE GRADUATE LEVEL IN 15 COOPERATIVE EXTENSION SERVICES

	Number Reporting	
	A ¹	B
1. Generally speaking, do county home economics extension workers in your state pursue graduate work in:		
Extension Education?	2	3
A specialized area of home economics?	2	5
An area closely related to home economics?	-	3
2. Do home economics extension subject matter specialists in your state usually pursue graduate work in:		
Extension Education?	-	-
A specialized area of home economics?	4	8
An area closely related to home economics?	-	3
3. Do the home economics extension administrative and supervisory staff in your state usually pursue graduate work in:		
Extension Education (including administration and supervision)?	4	9
A specialized area of home economics?	-	-
An area closely related to home economics?	-	2

¹A refers to the group of four land-grant institutions in which the writer studied the graduate program in detail. B refers to the responses received through questionnaires from 11 state leaders of home economics extension.

APPENDIX H

DESCRIPTIVE CASE STUDIES OF THE INSERVICE TRAINING PROGRAM
IN FOUR COOPERATIVE EXTENSION SERVICES

1. IOWA COOPERATIVE EXTENSION SERVICE

Setting of the Program

The Dean of Agriculture of Iowa State University has responsibilities as Director of the Experiment Station and Director of the Cooperative Extension Service. The Associate Director of Extension has immediate and over-all responsibility for the Extension Service in Agriculture and Home Economics. Others on the administrative staff include an Assistant Director in charge of the agricultural program, an Assistant Director in charge of the home economics program, and a State 4-H Club Leader in charge of the 4-H club and older youth programs.

For general supervisory purposes, the State is divided into six supervisory districts. Six district extension supervisors function as general supervisors for county extension work. They work directly with the Assistant Director in Charge of Agriculture. They represent the Extension Service in all relations with respect to budgets, finances, personnel, program development and relationships in the extension districts.

Six district home economics supervisors are responsible to the Assistant Director in Charge of Home Economics. They are concerned with the development of the home economics phases of the county program. In addition, they collaborate with the district extension supervisors in matters related to personnel, training and general program development.

The assistant state 4-H club leaders are responsible to the State 4-H Club Leader. They are concerned with the development of leadership in county youth programs and in the details of state-wide youth activities. Six of the assistant state 4-H club leaders have district assignments. Thus, they are members of the supervisory team to which they are assigned.

The central staff of the agency is organized into five subject matter and staff services, namely: (1) animal industry group, (2) plant industry group, (3) family arts and sciences group, (4) social sciences, and (5) staff services. The extension training and research programs are a part of the staff services.

Administration of the Program

The administrative staff, particularly the Associate Director, is responsible for planning, carrying through and evaluating the total extension training program.

The Extension Specialist in Training serves in a staff position and is responsible to the Associate Director. He serves as coordinator of the training program. He has been delegated responsibility for the

integration of the planning, execution and evaluation of the training policies and procedures as set forth by the administrative staff. He assumes leadership in the induction training program for new field personnel, in training in program planning and program projection, and in evaluating the effectiveness of training activities.

The training specialist also teaches undergraduate courses in extension education through the Department of Vocational Education in the College of Agriculture.

The Extension Inservice Training Committee serves in an advisory capacity to the extension administration concerning matters of training. The committee was appointed by the Associate Director. Its 15 members are representatives of a cross-section of central office and county staffs. The major purpose of this group is to recommend policies and procedures for training to the extension administration. The group usually meets three times annually.

Philosophy, Purposes and Objectives of the Program

The administrative staff of the Iowa Cooperative Extension Service believes that there should be built into the organization means for helping personnel keep up-to-date in subject matter, teaching methods and policies of the organization.

Advancements are continually being made in agriculture, home economics and related areas. Therefore, the agency must provide some means whereby personnel can keep abreast of developments which directly or indirectly concern their program.

New ideas are continually forthcoming concerning extension educational methods. It is considered to be the responsibility of the extension organization to help its personnel continue to develop competence in working with the clientele which it serves.

On the basis of this underlying philosophy, the primary purpose of the training program is to provide opportunities for field personnel to develop competence as an extension educator.

The Extension Inservice Training Committee has outlined the objectives of the training program as:

The objectives of extension training is to train extension staff so that they:

1. Are basically grounded in the physical and social sciences of significance to extension work, including agriculture and home economics subject matter.
2. Are familiar with reliable sources of information of significance to extension work.
3. Understand the background, philosophy, objectives, policies and organization of the Cooperative Extension Service.

4. Are skillful in applying principles of psychology, sociology and education to extension teaching, supervision and administration.
5. Have organizational ability and can stimulate leadership among people.
6. Understand the processes by which people and extension staff members cooperating can analyze local problems, arrive at potentially sound solutions and develop a county extension program.
7. Know the problems and procedures of adult and out-of-classroom youth education.
8. Are skillful in organizing, interpreting and presenting basic economic, social, technical and scientific data and in securing effective use of the same.
9. Understand the techniques and processes of evaluating the effectiveness of extension programs.
10. Understand professional ethics.
11. Understand the principles and techniques of office management.
12. Understand the principles underlying public relations and practice these principles in their role as an extension staff member.¹

Methods and Techniques Used to Carry Out the Program

Identifying Training Needs of Extension Personnel

The administrative policy points out that the person responsible for the work of another person is also responsible for the training of that person. Four sources are used for determining an employee's training needs, namely: (1) the job that needs to be done in a particular situation; (2) the individual's background and abilities; (3) personal recognition by the individual of the training he needs; and (4) the individual's performance on the job.

In the training program, allowances are made for differences in abilities and experiences of the extension worker. Extension personnel are not required to attend training activities, but rather are selected to attend. The selection is made by the person to whom the individual is responsible. It is in terms of the needs of the individual with respect to the particular training to be provided.

Extension workers have been asked to respond to a check-sheet which is concerned with the long-time professional development of the individual. Responses to this device have been used to determine major areas of concern for the total training program.

¹Iowa State University, Cooperative Extension Service, "Statement of Policies and Procedures for Extension Training, " April, 1960, p. 1. (Mimeographed).

Training for New Field Personnel

Induction training activities have been set-up for new staff members who have been employed for less than 24 months. The over-all purposes of this aspect of the total training program is to help the new worker develop a philosophy of extension and to develop an understanding of the agricultural and home economics extension program.

Minimum training needs of new staff members have been identified and induction training is designed to help the individual meet these needs.

A variety of training activities are planned to provide the new worker an opportunity to meet his own needs. One such activity is the on-the-job induction training. Through this activity the new worker spends a period of time with an experienced agent in a county where an effective total extension program is in progress. The county selected is similar to the one in which the new worker will be employed. The length of time the individual participates in this activity is determined by the supervisor concerned; however, a minimum of three months is suggested.

Outlines have been developed to serve as a guide for the training agent and are recommended to be used in this activity. It has been suggested that the worker spend some time at the state office to receive a general orientation to the total extension program. After that, he goes to a designated county to become oriented to a county extension program. For the first few weeks he accompanies the agent to whom he is assigned and other agents in the county in their regular duties including, office work, field work, and meetings. When ready, he assumes responsibility, with the guidance of the training agent, for the planning, execution and evaluation of some job or activity. As he is able to undertake more difficult responsibilities, he is asked to assume them.

Another induction training activity is the personal contact with the supervisory team and project leaders. It is recognized that this activity is probably the primary source of training for new staff members. The Inservice Training Committee recommends that conferences between the new worker and the supervisor take place prior to placement in a position, and that frequent conferences be arranged during the first few months of employment. It is also suggested that the supervisor develop with each county worker a plan for professional improvement.

A third induction training activity for new field personnel is the Induction Training School. At least two such schools of a week's duration are held annually to provide training for new staff as soon as practical after employment.

These schools are concerned with helping the worker to develop an understanding of: the organization, philosophy, objectives and policies of the Cooperative Extension Service; the principles, policies and procedures of 4-H club and extension youth organizations; effective methods of communicating with others; the farm and home development approach in extension education; professional ethics of the extension worker; and the

challenges and opportunities facing the Extension Service. Employees who have had the recommended undergraduate extension education courses are not encouraged to attend certain sessions of this activity.

A fourth induction training activity for new workers is the Program Development Workshop. This workshop concerns itself with the program planning process in the Cooperative Extension Service. A three-day workshop is held annually for all new workers who have been with the organization for at least six months but not more than 18 months.

Special study projects are another induction training activity. Supervisors, specialists and project leaders may suggest such projects and resource materials for the extension worker.

Printed materials are provided new staff members to help them meet their training needs. These may be used in conjunction with on-the-job induction training and with the special study projects.

Training for Experienced Field Personnel

The major purpose of inservice training for experienced field personnel is to provide opportunity for the extension worker to keep abreast of changes in emphasis and organization of the total extension program and technical developments in agriculture, home economics and related areas as they apply to the extension program.

A variety of training activities are planned to meet the training needs of experienced field personnel. A portion of the Annual Extension Conference is planned to meet some of the training objectives. A work committee is appointed annually to plan and conduct this event. The training specialist serves either as a member or as an ex-officio member of this committee.

Four district conferences of two day's duration are conducted annually for all field staff members. One day of each conference is devoted to helping the extension worker to further develop an understanding of the principles involved in the various subject matter areas and their application to extension teaching situations. When practicable, one subject matter area is explored each year. A small work committee is responsible for planning and conducting these conferences. The training specialist serves as an ex-officio member of the planning committee.

It has been strongly recommended that specialists spend a greater portion of their time counseling with staff members and less of their time in conducting meetings for staff members. Specialists are also requested to consider their role in meeting the training needs of teaching methods and of methods of communicating, especially as these apply to the area of their speciality.

Subject matter training schools and workshops are structured so that extension workers may acquire an understanding of the basic principles in areas not covered by preservice training and to develop an understanding of new developments in the various areas. It is suggested that such training schools and workshops emphasize basic principles so that staff members can use the information in a variety of situations.

If the training is too specific, there is a tendency for it to be used only in similar situations and for the worker to feel that additional training is needed if a different situation presents itself.

Periodic refresher training sessions in farm and home development and in communications are planned and conducted when the need arises. These are a part of the district extension conference or a special district training event.

Experienced field personnel are urged to participate in special study projects in order to meet some of their training needs. Supervisors and project leaders are encouraged to call the attention of staff members to this means of meeting their specific training needs. Specialists and others can recommend and/or provide materials and can counsel with staff members as each study project progresses. The effective use of this method enables the specialist to serve as trainer of fellow staff members, yet the responsibility for learning is placed directly in the hands of the individual who recognizes the need for training.

Training for Central Office Staff

Heads of the departments to which central office staff members in subject matter areas are assigned are delegated responsibility for induction training and on-the-job training of these staff members. The Associate Director is responsible for induction training and on-the-job training of central staff members in non-subject matter areas.

Training for central office staff is more or less on an individual basis. The training specialist may be asked to assist with the planning of training activities for central office staff.

New central office staff members who have not had previous county experience are asked, where practicable, to participate in a period of on-the-job induction training in a county. They may also be asked to participate in the induction training school for new field personnel.

Subject matter specialists attend conferences, workshops and professional meetings in-state and out-of-state. The supervisory and administrative staffs attend conferences in their area sponsored by the Federal Extension Service. Members of the supervisory staff have taken the course in Supervision offered through the Regional Extension Summer School at the University of Wisconsin.

Training for Clerical Personnel

Inservice training has been provided clerical workers in county extension offices. This has been done in a series of conferences held throughout the State. These meetings were conducted by the district supervisory team.

The purpose of this training was to acquaint clerical personnel with the total extension program at the county, state and federal levels. Training was also provided in specific office procedures which have been adopted as standards by the Iowa Cooperative Extension Service.

Means of Evaluating the Program

Evaluation of the training program has been conducted only on an informal basis. An opinionnaire or other type of evaluation device is usually administered at the close of each training event or activity to provide information concerning the effectiveness of the activity.

Reports of changes in performance of county extension personnel as a result of training provided by the organization is the means most relied upon for evaluating the training program.

2. MICHIGAN COOPERATIVE EXTENSION SERVICE

Setting of the Program

The Director of the Michigan Cooperative Extension Service is responsible to the Dean of the College of Agriculture at Michigan State University and to the Administrator of the Federal Extension Service. He is in charge of all personnel, programs, finances and operations of the organization.

On the administrative staff, the Director of the Extension has an Associate Director, and Assistant Directors in Agriculture, Home Economics, Marketing, Resource Development, and Youth Development. The Assistant Director and his or her staff are known as the Program Team. They provide program leadership and coordination among program areas. There are also an Assistant Director in charge of finance and administration, and staff members responsible for personnel development and information services on the administrative staff.

The State of Michigan is divided into seven geographic regions. A district director is in charge of field personnel and county personnel in each of the seven regions.

In each county extension office, one member of the staff has been designated as county extension director for a total county extension program. Other extension agents in the county report to and are responsible to him.

Administration of the Program

The administrative staff, particularly the Associate Director, is responsible for the planning, execution and evaluation of the extension training program.

The Institute for Extension Personnel Development, an academic unit of the College of Agriculture and the College of Home Economics assumes responsibility for the extension training program, particularly for new county extension personnel. The Associate Director of Extension serves as Director of the Institute.

The administrative policy of the Michigan Extension Service designates responsibilities for training by pointing out:

The Director of the Institute for Extension Personnel Development, working with other administrative personnel is responsible for training in institutional policy, Extension Service policy, methods and techniques and principles of program planning implementation, and evaluation, and for induction training for all new staff members. Department heads, project leaders, and program leaders are responsible

for appropriate inservice training in their respective subject matter fields.²

The assistant director and district director staffs have been delegated responsibility for executing training policies and procedures, as they relate to experienced personnel.

The Director of the Institute teaches courses in extension education at both the undergraduate and graduate levels. These are offered through the College of Agriculture and the College of Home Economics.

When advisable, a Task Force on Inservice Training is appointed by the extension administration to review the training program and to make recommendations to improve its effectiveness. This group represents the various levels of the extension organization. The period of time during which such a group functions will vary, depending upon the assignment.

Philosophy, Purposes and Objectives of the Program

The administrative staff of the Extension Service believes that the organization is responsible for providing some educational opportunities which contribute to the professional development of each employee. However, the administrative policy points out:

Professional development in the Michigan Cooperative Extension Service is the responsibility of each staff member. As a professional extension educator, every agent, specialist and administrator has the responsibility of:

1. carrying out his or her own job,
2. training the people who are accountable to him in the improved performance of their jobs, as well as in preparation for advancement, and
3. learning from the person to whom he is responsible.³

Therefore, training and professional development is a person-to-person responsibility and follows organizational lines of authority.

The purpose of the inservice training program is to focus the resources of the extension organization on the professional improvement of each employee. It is designed to help the extension worker meet his changing educational needs. It embraces a flexible and interdisciplinary approach.

The goals of the Institute for Extension Personnel Development served as a basis for objectives of the training program. These were presented Appendix F.

² Michigan State University, Cooperative Extension Service, Michigan Cooperative Extension Service Administrative Policies and Plans Through 1965, June 7, 1960, p. 28.

³ Ibid., p. 26.

Methods and Techniques Used to Carry Out the Program

Identifying Training Needs of Extension Personnel

Each member of the staff responsible for the program or activities of another has been delegated responsibility to review with that person, once during each calendar year, training accomplishments and needs, and to make a professional improvement plan. For new personnel, the professional development plan is to be approved within one week of the initial date of appointment.

The Director of the Institute for Extension Personnel Development, department heads, district directors and county directors maintain current files on each staff member. The individual's file shows professional achievement, accomplishments and progress toward terminal degrees as well as planned long- and short-range professional improvement plans.

The identified professional needs of extension personnel serve as the basis for planning, executing and evaluating the training program.

Training for New Field Personnel

Training policies and plans for first-year agents are developed by a committee of the administrative staff. The program for training of first-year agents has been developed into five major phases. At the end of each training phase, the new agent is responsible for preparing an evaluation of the training experience. Evaluation guides for this purpose have been prepared by the Director of the Institute.

Phase I is concerned with orientation in the assigned county. This phase is arranged for by the county director in cooperation with the district director. The purpose of this phase is to give the new agent an overview of the total county extension program and an opportunity to become acquainted with the staff, cooperators, and key people within the county.

Opportunities are provided for the new agent to become acquainted with the physical set-up of the county office, other extension resources in the county, and to meet key people in the county. The new agent is given opportunity to develop an understanding of the county situation, plans for the total county program, the reporting system and financial arrangements for travel and operating expense.

Phase II is concerned with orientation on the Michigan State University campus. These sessions are usually held every other month. The new agent attends the first scheduled orientation session following his or her appointment. The purpose of these is to provide an opportunity for new extension agents and county directors to get acquainted with each other in relation to an overview of the history and philosophy of extension, the Michigan Cooperative Extension Service today, administrative and program staff, including names and faces of as many central staff people as possible.

The second part of Phase II is concerned with program orientation

with the program leaders. This activity is planned during the first two months of the agent's employment. It can be included in a two or more days experience on campus at one time or in a series extending over a period of time, depending on the particular job responsibility and at the discretion of county and district directors and program leaders.

The purpose of this activity is to provide opportunity for study of subject matter with specialists as related to the specific county situation, mechanics of program operation and coordination with program leaders and county staff.

Phase III of the first-year extension agent training program involves observing experienced agents at work. During the first six months of an agent's appointment, he or she spends 3-4 days in each of several counties, depending on previous experience of the individual. The purpose of this is to provide the new agent an opportunity to observe experienced agents in a variety of like and unlike situations to those expected in the assigned county; to plan, participate in, and evaluate with the experienced agent as well as the total staff in the county visited; and to discuss with the experienced agent the application of what is observed in the visited county to the situations in the assigned county.

It has been suggested that an experienced home economics agent be assigned to work, perhaps one day a month throughout the first year, with the first year home economics agent in her own county. This would permit opportunity for the two to discuss the total extension program and processes for carrying it out. As this facet is implemented, the home economics program leaders recognize the importance of providing specific training for the experienced agents involved in the activity.

Phase IV involves the First-Year Agent's Seminar which is held on the University campus. This week-long training activity is scheduled for March and September each year. The new agents who participate in the activity have been employed for more than three months and less than nine months.

The purpose of the seminar is to provide first-year agents an opportunity to: (1) learn techniques in effective performance of the job such as public speaking, organizing meetings, news writing, use of radio, direct mail, etc.; (2) study the process of program planning and evaluation; (3) increase the feeling of security in carrying on the day-to-day job on the part of the new extension agent; (4) ask questions and discuss problems with each other and with experienced extension personnel relating to the performance of the duties of the extension job; (5) exchange ideas that worked and that did not work, and discuss why; and (6) build morale and esprit de corps and dedication in extension, its philosophy and objectives.

Phase V is the agent's evaluation of the training experience. At the end of the first year of work, the new agent, in consultation with the county director prepares an evaluation statement of the total training program.

Various types of materials are provided new staff members to help them develop an understanding of the extension organization and competence as an extension educator. A series of 25 "home study lessons" has been developed by the Institute for this purpose.

Training for Experienced Field Personnel

The district extension director is responsible for the inservice training of experienced field personnel in his geographic area. The type of training, activities through which training is done, and those involved in the training will depend upon the needs of the staff and the resources available.

An important training activity for all field personnel, whether new or experienced, is the Annual Conference of the Michigan Cooperative Extension Service. This activity provides staff with an opportunity to become acquainted with changes in policies, organization and program emphasis of the Extension Service.

Special training is provided field personnel who have been designated as county extension director. A plan similar to that outlined for new field agents is followed. The newly appointed county director may visit several other counties to develop a further understanding of the role and responsibilities involved in the position. Periodically a three-day training session for this group is held on the University campus. This activity is concerned with helping the individual to develop an understanding of the basic principles of administration and personnel management, and their application to the extension organization.

The Institute for Extension Personnel Development maintains a library to serve the needs of the field staff. Members of county extension staff are encouraged to request books and periodicals from the library lists which are distributed annually.

Training for Central Office Staff

Department heads or program leaders to which central office staff members are assigned are delegated responsibility for their induction training and on-the-job training. The Institute makes available its services for the training of this group.

The induction training program for a new central office staff member is "tailor-made" to fit the individual's needs and the resources available to meet these needs. If the new staff member has not had experience with a county extension program, he may spend some time in a county.

Subject matter specialists attend workshops, conferences and professional meetings in-state and out-of-state. From time to time the respective program leader will meet with his or her staff for training in teaching methods and developments in program emphasis.

The extension administration has regular training sessions for the administrative staff, program leaders and district directors. These sessions are planned by the Institute and are usually concerned with helping those involved to develop further competence as an administrator.

Training for Clerical Personnel

Inservice training has been provided clerical workers in county extension offices. These training activities are planned on a district basis with the district director in charge. The training provided involved techniques and procedures in office management and public relations.

Research in the Training Program

A designated area of responsibility of the Institute for Extension Personnel Development is to conduct research and studies involving the effectiveness of existing programs and guides for developing new programs.

The Institute is concerned with the research and studies aspect of the extension training program, particularly those projects which are concerned with evaluating the effectiveness of the various training activities. Most of these studies have been concerned with changes in knowledge and attitudes of the extension employee as a result of the training provided by the organization.

Means of Evaluating the Program

The Institute for Extension Personnel Development assumes responsibility for evaluating the effectiveness of the various aspects of the training program.

3. OHIO AGRICULTURAL EXTENSION SERVICE

Setting of the Program

The Director of the Ohio Agricultural Extension Service is jointly responsible to the Dean of the College of Agriculture and Home Economics and to the Administrator of the Federal Extension Service. He is responsible for all administrative and program matters with regard to personnel and program at all levels within the state. Others on the administrative staff include the Assistant Director--Programs, the Assistant Director--Personnel and Finance, and the Assistant Director--Training and Research. The latter position occupies a staff relationship with the organization.

Under the direction of the Assistant Director--Program is a program leader in each of the areas of agriculture and marketing, home economics and 4-H club work.

For general supervisory purposes the state is divided into four supervisory districts. Four district extension supervisors represent the Director's Office. They are charged with the responsibility of all administrative and program matters affecting extension personnel and program of the counties within the district.

Four district home economics supervisors work with their respective district supervisors in fulfilling responsibilities of administrative and program matters related to the home economics aspect of the total extension program.

A representative from the state 4-H club staff is assigned as Supervisor, 4-H Club Work in each of the four supervisory districts. This person is responsible for administrative and program matters of the 4-H club aspect of the total extension program.

The district supervisor, home economics supervisor, and 4-H club supervisor serve as a supervisory team at the district level. The district supervisor serves as chairman of the team.

Administration of the Program

The Assistant Director, Training and Research, is responsible for the planning, execution and evaluation of the total training program. He serves in a staff position and is directly responsible to the Director.

On the staff of the Assistant Director is a home economist who assumes responsibility as Leader of Extension Training. The Assistant Director and the Leader of Extension Training assumes leadership for some inservice training activities, particularly those which involve extension teaching methods and procedure. They serve in a coordinating capacity when subject matter is included as part of an organized training activity.

The Assistant Director, Training and Research has a cooperative appointment with the Extension Service and the Department of Agricultural Education. The Leader of Training has a joint appointment with the Extension Service and the Division of Home Economics Education. Both individuals assume responsibilities for teaching undergraduate courses in the area of extension education and supervising the field experience for undergraduate students interested in extension.

The State Committee on Extension Training and Research serves in a guiding and coordinating capacity to the training program. The group is composed of 25 members, representing administrative, supervisory and subject matter specialists staffs, County Agents' Associations, trainer agents, and resident and research programs in agriculture and home economics. Continuity of membership has been provided by establishing a rotation system on a four year basis. The selection of new members to replace those whose terms expire is left in the hands of the groups or associations they represent.

Four sub-committees, Pre-service Training, Inservice Training, Graduate Training, and Extension Research were organized from the general committee. The sub-committee assumes full responsibility for submitting recommendations concerning the action phase of the program. The sub-committee reports twice a year to the general committee, once in the fall and once in the early spring.

The sub-committees have been delegated responsibility to study and make recommendations in areas suggested by the general committee and to suggest methods for improving and further developing the training and research programs in these areas. The general committee has the function of advising, encouraging, supporting and making recommendations for further action or disposition of findings and recommendations of the sub-committee.

Proposals for training are usually initiated from the Committee on Extension Training and Research. They may also come from the administrative or supervisory staff of the organization.

Within the supervisory districts, the supervisory staff and a committee of county extension agents develop proposals and plans for training to be made available to extension workers in the area.

Philosophy, Purposes and Objectives of the Program

The administration of the Ohio Agricultural Extension Service believe that the organization should provide opportunities for personnel to keep up-to-date on subject matter in agriculture, home economics and related areas and on teaching methods and policies of the Extension Service.

They further believe that the training provided for personnel should be based on the needs and interests of those participating. Because of

this underlying philosophy, attendance at training activities is on a strictly optional basis.⁴

The basic purpose of the inservice training program is to provide opportunities for the staff to develop professionally while on the job. It is designed to provide opportunity for the individual to develop and improve competence in basic subject matter and in teaching methods.

The Inservice Training Sub-committee of the State Committee on Extension Training and Research have identified eight major areas and content of training needs for the extension staff. These serve as a guide in establishing objectives of the program. These include:

1. Program Development--organizing effective planning committees, determining objectives, developing plans of work, and evaluating and reporting results.
2. Communication--basic principles of communication, public speaking, written communication, personal contact, mass media and visual aids.
3. Human Development--leadership development, principles and techniques of counseling, developmental processes of boys and girls.
4. Research and Evaluation--methods for measuring results of programs, interpretation of research results, application of research, designing of evaluation projects.
5. Technical Knowledge--technical subject matter in agriculture and home economics.
6. The Educational Process--principles of teaching and learning, teaching methods and philosophy of education.
7. Understanding Social Systems--understanding community development procedures, the role of the "informal leader" in the community, how to identify leadership.
8. Extension Organization and Administration--understanding of the Ohio Extension Organization, functions and responsibilities of the staff, principles of office management.⁵

The committee recommends that these areas serve as a guide to district conference planning committees, state staff and the annual conference planning committee when making plans for training activities for extension personnel.

⁴Optional is intended to mean that the staff member would select those training activities that more nearly meet his needs from the training opportunities offered.

⁵The Ohio State University, Agricultural Extension Service, "Training Outline for Home Economics Students Registered for Field Experience With Credit and Beginning Agents," p. 1 (Mimeographed).

Methods and Techniques Used to Carry Out the Program

Identifying Training Needs of Extension Personnel

Representatives from the various levels of extension and other groups on the State Committee on Extension Training and Research are designated responsibility for identifying training needs of the group they represent. The supervisory staff will often point up training needs of the county staff in their supervisory area.

Each extension employee is encouraged to develop a professional improvement plan for himself.

Training for New Field Personnel

Each new agent who has not participated in the field experience at the undergraduate level spends at least four weeks in a trainer county before being permanently assigned. Counties in which there is a good basic program, good cooperation between agents and there are regularly held office conferences are selected for training counties. Another important factor in the selection of the county is that the agents in the county have a desire and willingness to assist the extension worker in receiving desirable and meaningful experiences.

Two Induction Training Conferences for New Workers are held annually. These two-day sessions are held on the campus of The Ohio State University. Extension workers who attend this activity have usually been with the organization six months or less.

The purposes of this activity are twofold: to help new extension workers think through some problems they have been faced with while on the job and to exchange ideas with each other. The program of the Conference is geared toward helping the employee develop his own philosophy of extension work. Topics for the sessions are selected from problem areas which the participants indicate they need help. A follow-up of this activity is usually held on a district basis.

Another induction training activity is the personal contact with the supervisory team and project leaders. It is recognized that this activity is probably the most important source of training for the new worker.

Printed materials from state and federal sources are provided new staff members to help them meet their training needs.

Training for Experienced Field Personnel

The major purpose of the extension training program for experienced field personnel is to provide opportunity for the extension worker to keep up-to-date on subject matter in home economics, agriculture, related areas, and changes in administrative policies and in programming.

Training activities are usually planned on a district basis. The district planning committee is responsible for the planning and execution of these activities in the respective districts.

State-wide workshops dealing with subject matter in home economics, agriculture and related areas, extension teaching methods, communications, and evaluation are held when the need arises for such.

Workshops for the individual designated as county agent chairman are held periodically. These activities are designed to help the participant develop a better understanding and be able to effectively use basic principles of administration and human relations.

Inservice Training for Central Office Staff

New central office personnel who have not had county experience participate in an Induction Training Conference for New Workers. They are also encouraged to participate in the Graduate Workshop in Extension Program Development.⁶

Training workshops of a week's duration have been held for central office staff. These have been concerned with basic principles of communication and of evaluation and their application to the extension program.

A half-day or full-day training session is held each month for administrative and supervisory personnel. Activities for these sessions are planned by the supervisory conference committee. Training in such areas as counseling and the supervisory plan of work have been presented in these sessions.

A three to five day training conference for the supervisory staff is held annually at a location away from the central office. The supervisory and administrative staff also attend conferences sponsored by the Federal Extension Service. The supervisory staff have been encouraged to take the course in Supervision offered through the Regional Extension Summer School at the University of Wisconsin.

Subject matter specialists attend professional meetings, conferences and workshops in Ohio and out-of-state that are sponsored by extension groups and other organizations.

Training for Clerical Personnel

Each of the four supervisory districts has had some training for clerical workers in the county extension offices. This training has been primarily concerned with acquainting the clerical worker with the filing system which is now being used in all county extension offices in Ohio.

Research in the Training Program

Some research and studies which has had direct and/or indirect

⁶This three-week workshop is offered to extension workers during the early part of the winter quarter. The workshop includes the following areas of concentration: Leadership in Extension Education; Extension Teaching Methods; Extension Evaluation Procedures; and Extension Program Determination Process. The student may earn four (4) quarter credits in this workshop.

bearing on the extension training program have been conducted. One such study was concerned with the role of the county agent chairman as perceived by the county extension staff. Findings of this study were used as a resource in planning the training workshops for the county agent chairman.

Another such study involved the county extension advisory committees. This study was designed to provide information about what the extension advisory committee members felt was their responsibility. The study was used as a resource in the training provided county extension workers when helping them to work more effectively with this group.

The doctoral research study⁷ of the Assistant Director--Training and Research has contributed to the inservice training program of the Ohio Agricultural Extension Service. He analyzed the training needs of county extension agents and developed procedures and devices which would be useful in obtaining the self-expressed needs of county agents relative to training.

Means of Evaluating the Program

Evaluation of the training program has been conducted on an informal basis. Post-training reaction sheets are usually administered after each training event. These provide information about the participants' attitude toward the effectiveness of the training provided.

Changes in job performance of county extension personnel which result from the training provided by the organization is the means most relied upon for evaluating the effectiveness of the training program.

The Inservice Training Sub-Committee of the State Committee on Extension Research and Training reviews the program periodically. This group makes recommendations to the extension administration for improving the effectiveness of the program.

⁷Robert William McCormick, "An Analysis of Training Needs of County Extension Agents in Ohio," (unpublished Doctor of Philosophy dissertation, College of Agriculture, University of Wisconsin, 1959).

4. OKLAHOMA EXTENSION SERVICE

Setting of the Program

The Director of the Oklahoma Extension Service is jointly responsible to the Dean of the Division of Agriculture at Oklahoma State University and to the Administrator of the Federal Extension Service. He has immediate and over-all responsibility for the administrative and program matters for Extension Work in Agriculture and Home Economics in the state. Others on the administrative staff included the Assistant Director--Program Operations, the Assistant Director--Management, and the Assistant to the Director.

The Assistant Director--Program Operations is responsible for the extension program in agriculture and home economics, both youth and adult work.

The Assistant Director--Management assumes responsibility in the general area of administrative management, including personnel, administrative services, extension studies and training, and records and reports of the organization.

For general supervisory purposes, the State is divided into five supervisory districts. Five district agents represent the Director's Office. They are responsible for all administrative and program matters, both youth and adult, affecting extension personnel and program of the counties within the district.

Five district home demonstration agents work with their respective district agents in fulfilling responsibilities of administrative and program matters, both youth and adult, related to the home economics aspect of the program.

Administration of the Program

The Assistant Director, Management devotes a portion of his time to the planning, execution and evaluation of the training program and its various activities. He assumes responsibility for the coordination of the total training program. He is responsible for: (1) developing and maintaining a systematic plan of induction and orientation training for new employees and preparing written material to supplement oral training; (2) counseling with supervisors in determining and planning the training needed for a continuous program of professional improvement for all professional improvement for all personnel; (3) serving as leader of state communications training; and (4) providing leadership in analyzing training needs, developing training plans, determining and improving training methods, selecting training aids, and evaluating the results.

of the training work.⁸

A limited number of other central office staff members devote a portion of their time to the inservice training program.

The State Committee on Training and Professional Improvement serves in a coordinating and advisory capacity for the total training program. The group of eight members was appointed by the Extension Director and is made up of representatives of the administrative, supervisory and specialist staffs of the central office. The Assistant Director serves as chairman of the committee. The group meets periodically when the need arises.

Philosophy, Purposes and Objectives of the Program

New advancements are continually being made in agriculture, home economics and related areas. Many principles and techniques and much basic subject matter learned by extension personnel during their undergraduate training are no longer considered applicable to subject matter now used by the organization. New developments are constantly forthcoming concerning educational methods used by and applicable to the extension organization.

Clientele being served by the organization is constantly changing in such areas as needs, interests and socio-economic conditions. The educational level of those being served is constantly rising. Many farmers, homemakers and business men with whom county extension personnel work have earned undergraduate degrees in general and specialized areas of agriculture and home economics.

Because of these conditions, the administration of the Extension Service believes that there should be built into the organization means whereby personnel can keep up-to-date on teaching methods and policies of the organization and on subject matter areas in agriculture, home economics and closely related areas. They believe that it is the responsibility of the agency to provide opportunities whereby its personnel can continue to develop competence in working with the clientele whom it serves.

On the basis of this underlying philosophy, the purpose of the inservice training program is to provide opportunity for field personnel to develop professionally on the job. It is designed primarily for the individual to develop increased competence in subject matter and in educational methods.

⁸Oklahoma State University, Extension Division, "Job Description--Assistant Director, Management" 1959. (Mimeographed).

Methods and Techniques Used to Carry Out the Program

Identifying Training Needs of Extension Personnel

Each member of the field staff is responsible for developing and keeping current a Long-Time Professional Improvement Plan. This Plan includes a record of the individual's educational training and plans for further educational experiences in either graduate or non-graduate work. Personnel are also asked to indicate any training which they feel is needed by extension workers in Oklahoma.

The professional improvement plans are used by the Training and Professional Improvement Committee in determining major needs for the total training program and the types of training to be made available to field personnel.

Another important source for identifying training needs is the supervisory staff. They will often point up the needs of field staff in their supervisory area. This may be used for planning training activities for staff or the particular area of concern or for the total field staff.

Training for New Field Personnel

Each new agent is considered to be in a training program during the first year on the job. It is during this time that he is expected to develop a philosophy of extension and an understanding of the total extension program.

The new agent's first appointment is usually as an assistant county or home demonstration agent at-large. This is a position in which the worker is temporarily placed in a county with an experienced agent. The selection of the training county is made by the district supervisor. Counties in which there is an effective total extension program in progress, there are good working relations among the county staff, and the agent responsible has a favorable attitude toward training are selected as training counties.

The length of time spent in the training counties depends upon the individual's training needs and the personnel needs of the organization. It is desirable that the individual spend a minimum of six months and a maximum of one year in an assistant agent-at-large position.

If the new worker has extensive 4-H club experience and there is an assistant county or home demonstration agent position available, the individual may be placed in this position. Even though the agent is assigned to a regular position, he or she is considered to be in training.

An important induction training activity for new field personnel is the Orientation Training for New Agents. This week-long activity is usually held twice annually on the Oklahoma State University campus. The purpose of this activity is to provide opportunity for the new worker to develop an understanding of the total extension organization--its history, philosophy and programs. Considerable time is devoted to

the 4-H club aspect of the extension program.

Another important training activity for the first-year worker is the week-long extensive training in Communications. The purpose of this activity is to help the worker to develop more competence in using basic oral and written communications. This activity is held annually on the Stillwater campus.

The personal contact with the supervisory staff and subject matter specialists is an important source of training for new workers. In some instances special training sessions are held in subject matter areas. One such activity is the annual Refresher School in Food Preservation for all new home economics extension workers.

During the new worker's first year on the job, the agent to whom the individual is assigned and the district supervisor submit an evaluation of the individual's abilities and progress being made to the Assistant Director's office. This is done twice--after the worker has been on the job for six months and at the end of a year's employment. This evaluation is concerned with the individual's performance on the job and his or her professional development.

Training for Experienced Field Personnel

The major purpose of inservice training for experienced field personnel is to provide opportunity for the extension worker to keep up with the changes of programming and policies of the organization and with developments in technical subject matter in agriculture, home economics and related areas.

This training is provided through two major types of activities. The first type are those activities which are planned and developed by the administrative and supervisory staffs. These are usually conducted in one- or two-day sessions in a series of district or sub-district meetings throughout the State.

These area sessions are concerned with training in educational methods and techniques, programming, changes in program emphasis, policies, etc., depending upon the needs of the field personnel. Usually, three such training sessions are held annually. These are also attended by workers who have been employed less than a year.

The second type of activity is concerned with training in subject matter areas. This may be done on an area basis or on a state-wide basis, depending upon the need. In most instances, personnel within a district will make a request to the supervisor for training in a specific area. If the request is feasible, the supervisor follows through on making plans for the training activity.

Concentrated training in subject matter areas is provided by the resident teaching staff of the University through courses in the field. These have been developed with staff of the College of Agriculture. The courses are provided on a rotation plan at Continuing Education Centers in the State and on the Stillwater campus. Courses offered have been in agronomy, poultry, horticulture, agricultural engineering and agricultural

economics. Some of the courses have been applicable to the work of the home demonstration agents as well as the county agents.

Special three-weeks courses have been set-up on the Stillwater campus during the month of June. These also provide opportunity for field personnel to receive intensive training in particular subject matter fields. The courses offered at the Continuing Education Centers and on the Stillwater campus are graduate level courses. They may apply toward an advanced degree, providing the student's major advisor and committee approve.

The Extension Division maintains a library to serve some of the needs of extension personnel.

Inservice Training for Central Office Staff

New central office staff who have not had experience with the extension organization usually spend a year in a training program in a county. This provides the individual with opportunity to develop an understanding of the operational procedures, policies and total program of the organization.

Specialists, supervisory and administrative staffs attend short courses, conferences and workshops in-state and out-of-state. These may be sponsored by extension groups or other organizations.

Training for Clerical Personnel

Special training has been provided the county secretarial workers through district and state-wide meetings. Training for this group has been designed to help them to develop an understanding of the total extension organization at the county and state levels and develop competence in public relations, communications and general office management.

Means of Evaluating the Program

Evaluation of the training program has been conducted only on an informal basis. An evaluation device is administered at the end of each training activity. This provides information concerning the effectiveness of the activity and is used as a basis for making plans for other similar activities.

APPENDIX I

SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRE CONCERNING
THE INSERVICE TRAINING PROGRAM IN 11 COOPERATIVE
EXTENSION SERVICES

TABLE VI

SUMMARY OF ROLE AND RESPONSIBILITIES OF INDIVIDUALS ASSUMING RESPONSIBILITY FOR THE INSERVICE TRAINING PROGRAM IN 11 COOPERATIVE EXTENSION SERVICES¹

Role and Responsibilities:	Cooperative Extension Services ²											Total
	1	2	3	4	5	6	7	8	9	10	11	
1. Determining training needs of personnel	x	x			x		x	x		x		6
2. Preparing and organizing training materials							x		x			2
3. Obtaining staff and other resources for training activities		x	x				x		x	x		5
4. Planning training activities for new personnel	x	x	x	x	x	x	x	x	x	x	x	11
5. Planning training activities for experienced personnel	x	x	x	x	x	x	x	x	x	x	x	11
6. Conducting training activities	x	x	x	x	x	x	x	x	x		x	10
7. Coordinating training in subject matter areas			x				x			x		3
8. Evaluating the effectiveness of training activities				x			x	x				3
9. Counseling with extension personnel concerning professional improvement	x								x			2
<u>Related Responsibilities in the Resident Area</u>												
1. Assisting with the pre-service training of extension personnel	x			x			x					3
2. Assisting with the graduate training of extension personnel	x			x			x		x			4

¹Data were obtained through responses to an open-ended question

²The number was assigned at random to the Cooperative Extension Services

TABLE VII

SCOPE OF INSERVICE TRAINING PROGRAM IN ELEVEN COOPERATIVE EXTENSION SERVICES¹

Scope of Program:	Cooperative Extension Services ²											Total
	1	2	3	4	5	6	7	8	9	10	11	
1. Do you have an organized induction training program for:												
New county personnel?	x	x	x	x	x	x	x	x	x	x	-	10
New subject matter specialists?	x	-	x	-	x	-	-	x	x	-	-	5
New supervisory personnel?	-	x	-	-	-	-	-	-	-	x	-	2
New administrative personnel?	x	-	-	-	-	-	-	-	-	x	-	2
Does your induction training program include training in extension teaching methods?	x	x	x	x	x	x	x	x	x	x	-	10
2. Do you have an organized training program for:												
Experienced county personnel?	x	-	x	x	x	x	x	-	x	x	-	8
Experienced subject matter specialists?	x	-	-	-	x	-	x	-	x	-	-	4
Experienced supervisory personnel?	-	-	-	-	x	-	x	-	x	-	-	3
Experienced administrative personnel?	-	-	-	-	x	-	x	-	x	-	-	3
Does your training program for experienced extension personnel include training in extension teaching methods?	x	x	-	x	x	x	x	x	x	x	-	9

¹Data were obtained through responses to an open-ended question

²The number was assigned at random to the Cooperative Extension Services as in Table VI

APPENDIX J

DESCRIPTIVE CASE STUDIES OF THE RESEARCH AND FIELD STUDIES

PROGRAM IN TWO COOPERATIVE EXTENSION SERVICES

1. IOWA COOPERATIVE EXTENSION SERVICE

Setting of the Program

A description of the setting of the program is included in the descriptive case study of the inservice training program of the Iowa Cooperative Extension Service, Appendix H.

Administration of the Program

The Specialist in Extension Research is a part-time staff member of the Cooperative Extension Service. He devotes one-half time to Experiment Station research, one-fourth time to resident teaching in the area of sociology, and one-fourth time to the extension research program. He is responsible to the Associate Director of Extension for the extension research program.

The extension specialist assumes four roles, namely: (1) conducts research that approaches basic research on specific areas related to extension; (2) works closely with counties where initial research and studies are being undertaken that may become a pattern for other counties; (3) serves as consultant on research methodology and the development of instruments, and suggests analysis for the more nearly specific program studies; and (4) serves as consultant to extension administration in interpreting the body of sociology theory for the practical program planning projects. This latter role is assumed because of his subject matter area of specialization.

The Extension Service has established several graduate assistantships for extension personnel. The individual receiving an extension graduate assistantship studies for one year at Iowa State University at the master's level. The recipient devotes a designated number of hours per week to a certain aspect of the extension program. One or more of the recipients may assist with the extension research program.

The Extension Studies Committee, appointed by the Associate Director, serves in an advisory capacity to the administration concerning the extension research program. The Committee is made-up of representatives of state and county extension staffs. The Specialist in Extension Research serves as chairman of the committee. The group is scheduled to meet at least once each year.

Philosophy, Purposes and Objectives of the Program

The administrative staff of the Extension Service believes that there should be built into the organization means for analytically appraising the various aspects of the on-going extension program and for pursuing new programs in the organization.

On the basis of this underlying philosophy, the purpose of the extension research program is to provide leadership and guidance in appraising various aspects of the extension program and in providing direction and guidance for the further development of the program.

Methods and Techniques Used to Carry Out the Program

Methods Used in Conducting Extension Research and Studies Projects

Data for research projects may be collected by extension personnel, graduate students, cooperators, or professional interviewers, depending upon the project.

Training for county staff in research methods and techniques is done by the research specialist or other designated competent central staff member. The training is usually provided for county staff directly involved in the project and not for all field personnel. Training may also be provided for county staff on how to train inexperienced interviewers who are collecting data for a project.

Extension Research and Studies Projects Underway

Two major basic research projects are being carried on by the extension organization. The first of these is the Farm and Home Development project, a cooperative project with the Kellogg Foundation. Three other states are participating in this six-year project. Staff of the Federal Extension Service serve in a coordinating capacity for the total project in the four states.

The objective of the project is to measure the relative effectiveness of farm and home development as an extensive educational method when compared to the usual extension methods. The method focuses on the family as a decision-making unit. This project is directed by an interdisciplinary committee representing the Cooperative Extension Service, the Agricultural and Home Economics Experiment Station and the Departments of Economics and Sociology, Home Management, Child Development, Home Economics Education, and Statistics.

A second major project being carried on is concerned with the program planning process in one county in Iowa. This was originally started as a part of the above Kellogg project. The objective of this is to determine the process that a county goes through in attempting to expedite an experimental model in program planning.

Another study, evolving from this second project, includes a case study analysis of the social action process as being used by the committees or groups involved in the program planning in the particular county situation.

Other studies which the organization is or has recently been working directly or indirectly with include: (1) a study conducted by the Federal Extension Service concerning home demonstration club members; (2) an exploratory study of people over 65 years of age in one Iowa county; (3) a survey of former 4-H club members in one Iowa county to

determine their concept of the effectiveness of the 4-H club program; (4) a survey of 4-H club leaders in one Iowa county to determine possible areas in which the 4-H club program may be a more effective educational device to people in the county; and (5) a study concerned with the potential for an educational program to better utilize land resources for crop production in one Iowa county.

Dissemination of Extension Research Findings

A variety of methods are used to disseminate research findings to the appropriate audience.

Findings of some projects are released through printed publications. Adaptations are made for the intended audience of the publication.

Research findings are often released to extension personnel through the state office conferences, the annual extension conference and district conferences for extension personnel throughout the State.

Research findings are frequently presented to extension personnel at informal seminars. The purposes of these are to draw from the group significant implications of the research for the extension program.

Means of Evaluating the Program

Evaluation of the extension research program has been done only on an informal basis. This is usually done annually by the Committee on Extension Studies when it meets to plan for further development of the program.

2. NEW YORK STATE COOPERATIVE EXTENSION SERVICE

Setting of the Program

The Director of the New York State Cooperative Extension Service is responsible to the Deans of the Colleges of Agriculture and Home Economics and to the Administrator of the Federal Extension Service. He is responsible for all administrative and program matters concerning personnel and programs at all levels within the organization. Others on the administrative staff include the Assistant Director, State Leader of County Agricultural Agents, State Leader of Home Demonstration Agents, and State 4-H Club Agent Leader.

For general administrative purposes, the state is divided into five regions. The agricultural, home economics and 4-H club program leaders have each divided the state into five regions for general administrative and supervisory purposes with respect to their particular program.

Administration of the Program

The Office of Extension Studies is attached to the Office of the Director of Extension, and its personnel are directly responsible to the Director. The Office of Extension Studies serves the office of the Director, the State Leader of County Agricultural Agents, the State 4-H Club Agent Leader, specialists in the Colleges of Agriculture and Home Economics, and the county agents of the three departments.

Two extension staff members devote full-time to the extension studies program. In addition, the Office has a full-time clerk-stenographer, a full-time statistical clerk and usually two temporary clerks.

The Office of Extension Studies assumes responsibilities for three areas of studies, namely:

1. Studies of situations--These studies are concerned with the needs of people and their social and economic situation.
2. Studies in changes in attitudes, knowledge, and behavior of people--These studies are designed to measure the effects of extension's educational activities and methods.
3. Studies of the Extension Service--These studies are concerned with the Extension Service as a public agency and are directed to its policies, organizations, operations, costs, and the attitudes, knowledge and behavior of its personnel.¹

¹New York State Cooperative Extension Service, "Policies and Functions of the Office of Extension Studies," December, 1958, p. 1. (Mimeographed).

Studies in these three areas tend to fall on a continuum from basic investigations to service studies or surveys. These have been defined as:

Basic studies are those investigations which involve intense analysis and which are designed to test hypotheses that may be brought to the level of principles for educational procedure. Service studies are those investigations which attempt to find facts about a situation, activity or program without testing hypotheses. Such studies are usually simple in design and involve a minimum of analysis. They are primarily surveys and result principally in descriptive information.²

An administrative policy requires that the Office be involved continuously in at least one basic study along with a number of service studies. This necessitates the maintenance of an adequate staff which can be organized for performing both functions.

The Extension Studies Committee of the Colleges of Agriculture and Home Economics serves in an advisory capacity to the Office of Extension Studies and to the Director of Extension with respect to policy in the extension studies program. The Committee of 14 members was appointed by the Director. It is composed of representatives from the resident, research and extension staffs in the Colleges of Agriculture and Home Economics and field agents in the agricultural, home demonstration and 4-H club programs.

The Office of Extension Studies reports results of studies to the Committee and seeks its advice on the publication and circulation of reports on these studies. The Office also seeks the advice of the Committee on proposed studies. The Committee meets on call of its chairman.

Upon request, representatives from the Office of Extension Studies have served on special program committees of the Extension Service which need assistance in planning and conducting studies. These studies may be designed for program planning and/or evaluation. The Office of Extension Studies will assist the committee in making the findings of these studies available to those concerned with the program.

Philosophy, Purposes and Objectives of the Program

The administration of the Cooperative Extension Services believes that a continuous study of the ever changing needs of people and the effectiveness of the extension program is essential to progress of the organization. The functions of the Office of Extension Studies is based on the assumption that conducting extension studies is a necessary function for the realization of the objectives of the New York State Cooperative Extension Service. The policy statement of the Office points out:

² Ibid., p. 2.

Much basic research has been and is being conducted in the fields of education, sociology, and psychology, the findings of which can be applied to extension work. It should be recognized, however, that the Extension Service is an educational agency whose staff requires basic studies designed to meet its specialized needs. It is, therefore, important that the Office of Extension Studies continuously plan and conduct studies that are basic,³

On the basis of this underlying philosophy, the purposes of the extension studies program are to provide means for appraising the various aspects of the extension program, to provide guidance for the development of existing and/or new programs, and to provide understanding of the extension organization.

Methods and Techniques Used to Carry Out the Program

Methods Used in Conducting Extension Research and Studies Projects

The Committee on Extension Studies has developed criteria which the Office of Extension Studies follows in allocating funds and staff for extension studies. These criteria are:

1. What is the importance of the proposed study to the Extension Service as a whole? Are the results likely to have general applicability?
2. What is the relative importance of the study proposed as compared with other studies for which funds and staff time are requested?
3. Does the study hold promise of yielding results rather quickly and which are readily translatable into extension policy and into the extension programs?
4. To what extent has the field of investigation already been covered by previous studies in New York or other states? (Unnecessary duplications should be discouraged, and use of findings from pertinent previous studies should be encouraged.)
5. What is the "consumer" demand for the study by administrators, state leaders, agents, specialists and the general public?
6. Are financial and personnel resources available to do an adequate study?
7. Is the study feasible from a methodological point of view?⁴

In the course of their work, administrators, state leaders, specialists and county workers find it necessary to do service studies and fundamental studies in the general field of extension studies. The Office of Extension Studies will give assistance to these studies, providing they meet the criteria as outlined above. It may assist with the design of studies, the construction of questionnaires, plans for processing data,

³Ibid.

⁴Ibid., p. 3.

and the processing of data for a limited number of experimental or demonstration studies.

Data for extension studies may be collected by extension personnel or by individuals hired to collect the data, depending upon the project.

Training in methods and techniques of interviewing individuals to be involved in data collection for studies which it is conducting on its own is done by staff in the Office of Extension Studies. Depending upon the research project, the training may be provided the individuals in the county or they may be brought to the campus.

Extension Research and Studies Projects Underway

The New York State Cooperative Extension Service is cooperating with two major studies coordinated by the Federal Extension Service. The first of these is the Farm and Home Development project, sponsored by a grant from the Kellogg Foundation. The objective of this project is to evaluate the effectiveness of the farm and home development program as it is being carried on in New York.

A second study, coordinated by the Federal Extension Service, is the 4-H Leadership Study being conducted in the Northeast Region of the United States. This project is concerned with determining factors and characteristics that cause people to continue as 4-H club leaders.

Other studies which the extension organization is or has recently been working directly or indirectly with include: (1) a study conducted by the Federal Extension Service concerning members of home demonstration clubs; (2) a survey of agents, specialists, state leaders (supervisors), and administrators to determine their views concerning needed extension studies; (3) a study of women enrolled in home demonstration work in New York State to determine trends in the number of enrollees and their characteristics; (4) a study to evaluate the effectiveness of a program of older youth which is concerned with vocational guidance, particularly as related to farming; (5) a study of former employees of the New York State Extension Service to ascertain reasons for leaving the Service and their attitudes toward the agency, and (6) a survey of county agents concerning what they thought should or should not be personnel policies of the organization.

Dissemination of Extension Research Findings

A variety of methods are being used by the organization to disseminate research findings. The administrative policy of the Office of Extension Studies states:

The general principle which the Office of Extension Studies seeks to follow in communicating the results of its own studies is to feed-back these results to agents, specialists, state leaders, and administrators who are immediately involved in the studies. This procedure provides a firm basis in interest and makes possible effective communication of results as well as the cultivation of meaningful appreciation of research methods. It is assumed that agents, specialists, state leaders, and administrators involved in

the feed-back from studies will diffuse the findings as well as the significance of the studies to others in the extension organization.⁵

The Office of Extension Studies recognizes the need for general diffusion of the findings and implications of extension studies. Studies concerned with the New York State Extension Service and its activities, which are done by staff members of the organization and which are considered significant, are sometimes summarized and circulated to the extension staff. It is the intent of the Office of Extension Studies to summarize studies conducted elsewhere and make these available to the state extension staff.

The Office of Extension Studies recognizes the importance of timing of feed-back of findings of studies related to program planning so that the information can be effectively used.

Means of Evaluating the Program

Evaluation of the extension studies program has been done on an informal basis. This is done in a small degree by the Committee on Extension Studies when it meets to consider suggestions for the further development of the program, but principally through staff discussions of the Office of Extension Studies.

⁵Ibid., p. 5.

APPENDIX K

SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRE
CONCERNING THE RESEARCH AND FIELD STUDIES
PROGRAM IN TEN COOPERATIVE
EXTENSION SERVICES

TABLE VIII

SUMMARY OF THE ROLE AND RESPONSIBILITIES OF INDIVIDUALS DESIGNATED RESPONSIBILITY FOR THE RESEARCH
AND FIELD STUDIES PROGRAM IN 10 COOPERATIVE EXTENSION SERVICES¹

Role and Responsibilities	Cooperative Extension Services ²										Total	
	1	2	3	4	5	6	7	8	9	10		
1. Coordinate extension research and studies within the state		x	x		x			x				4
2. Analyze research and studies and advise the extension administration concerning needs and the allocation of research and studies		x			x			x	x	x		5
3. Plan, carry out, supervise and summarize research and studies at the state, district and/or county levels		x	x	x	x	x	x	x	x	x		9
4. Initiate research and studies within the state and obtain proper clearance for these studies from the Bureau of the Budget	x			x								2
5. Develop proposals for projects to be coordinated by the Federal Extension Service and work with federal staff on cooperative projects				x					x	x		3
6. Assist state and county personnel in designing, conducting and/or supervising and summarizing research and studies in certain areas	x		x		x		x	x	x	x		7
7. Coordinate extension research and studies with research being done through the Experiment Station				x			x					2
8. Develop evaluation devices to be used for designated extension programs and activities				x								1
9. Review extension studies from other states and the Federal Extension Service and make pertinent findings available to appropriate personnel				x								1

TABLE VIII (Continued)

Role and Responsibilities	Cooperative Extension Services										Total
	1	2	3	4	5	6	7	8	9	10	
10. Assist with extension training activities involving training in evaluation and research methods and techniques									x		1
<u>Related Responsibilities in the Resident Area</u>											
1. Work with graduate students doing formal research problems which involve the extension organization	x		x	x						x	4
2. Teach or conduct seminars concerned with research methods and techniques					x					x	2

¹The information presented in this table was obtained through an open-ended question.

²The numbers were assigned at random to the 10 Cooperative Extension Services.

TABLE IX

SUMMARY OF THE SCOPE OF THE RESEARCH AND FIELD STUDIES PROGRAM IN 10 COOPERATIVE EXTENSION SERVICES¹

	Cooperative Extension Services ²										Total	
	1	2	3	4	5	6	7	8	9	10		
1. Research and studies of the situation and clientele served by the extension organization (designed to establish benchmarks and to contribute to program development)	x	x	x		x	x	x	x	x	x	9	
2. Research and studies of the effectiveness of the extension program (designed to measure the effects of extension's educational activities and methods)				x	x		x	x		x	5	
3. Research and studies of the Extension Service as a public agency (concerned with policies; organization; costs; attitudes, knowledge and behavior of its personnel)								x		x	x	4

¹The information presented in this table was obtained through an open-ended question.

²The numbers were assigned at random to the 10 Cooperative Extension Services as in Table VIII.

APPENDIX L

DESCRIPTIVE CASE STUDIES OF THE COORDINATION OF HOME ECONOMICS

RESIDENT, RESEARCH AND EXTENSION RELATIONSHIPS

IN SIX LAND-GRANT INSTITUTIONS

1. CORNELL UNIVERSITY

Setting of the Program

The Home Economics Unit

The New York State College of Home Economics at Cornell University is an administrative unit of the State University of New York and of Cornell University. The Dean of the College is administratively responsible to the President of Cornell University and to the President of the State University of New York. She assumes administrative responsibility for the home economics resident, research and extension programs. Also in the Office of the Dean are an Assistant to the Dean and the Secretary and Assistant Secretary of the College.

The Coordinator of Research Instruction, Coordinator of Extension in Home Economics, and Coordinator of Research in Home Economics serve in a capacity comparable to an assistant dean. Each is responsible for a specific area of the total home economics program as indicated by their titles.

The Coordinator of Resident Instruction serves as Chairman of the Counseling Service of the College. On her staff are persons responsible for the admission of students, undergraduate counseling, and placement of alumni.

The College of Home Economics is composed of seven Departments, namely: Child Development and Family Relationships, Food and Nutrition, Home Economics Education, Household Economics and Management, Housing and Design, Institution Management, and Textiles and Clothing. The Department of Extension Teaching and Information is a joint department of the College of Home Economics and the College of Agriculture.

The Dean of the College of Home Economics, Assistant to the Dean, Coordinator of Resident Instruction, Coordinator of Extension in Home Economics, Coordinator of Research in Home Economics,¹ and Heads of the Departments in the College make up the administrative staff of the College of Home Economics.

The Home Economics Extension Program

The State Leader of Home Demonstration Agents² is responsible for the home demonstration program. She is administratively responsible to the Director of the New York State Cooperative Extension Service and to the Dean of the New York State College of Home Economics at Cornell University. She assumes responsibility for the state leader staff and the county home demonstration staff. On the State Leader's administrative

¹At present the Coordinator of Research in Home Economics serves as Head of the Department of Food and Nutrition.

²At present the State Leader of Home Demonstration Agents serves as Coordinator of Extension in Home Economics.

staff are five assistant state leaders. Each assumes responsibility for supervising the home demonstration program in a designated area and for some aspect of the administration of the program, such as inservice training, selection and recruitment of personnel, etc.

The State 4-H Club Leader is responsible to the Director of Extension for the 4-H club program. He assumes responsibility for the state 4-H club leader staff and the county 4-H club staff. Two assistant state 4-H club leaders and all subject matter specialists working with the home economics aspect of the youth program are staff members of the College of Home Economics. They are administratively responsible to the State 4-H Club Leader and to the Dean of the College of Home Economics.

Home economics subject matter specialists in the home demonstration and 4-H club programs are members of their respective Departments in the College of Home Economics. They are housed with resident and research staffs in home economics. They are responsible to the Department Head for subject matter content and to the State Leader of Home Demonstration Agents or to the State 4-H Club Leader for a program.

All central office home demonstration and 4-H club (home economics) personnel are staff members of the College of Home Economics. They hold academic rank on the same basis as resident and research staffs of the College.

Administration of the Program

The Coordinator of Extension in Home Economics of the New York State College of Home Economics assumes responsibility for:

1. reporting and interpreting the Home Demonstration and 4-H Club (home economics) work and programs to the Dean of the New York State College of Home Economics and the Director of Extension.
2. leadership stimulation in home economics program planning and evaluation in 4-H Club and Home Demonstration work, in mass media, and in work with other agencies and groups.
3. coordinating the development and evaluation of home economics program in 4-H Club and Home Demonstration work.
4. Facilitating the development of home economics extension programs.³

Each of the assistant state leaders of home demonstration work has liaison responsibilities between the State Leader's office and a designated department in the College of Home Economics.

³New York State College of Home Economics at Cornell University, "Responsibilities and Activities of the Coordinator of Extension in Home Economics," October 6, 1958, p. 1 (Mimeographed).

An extension specialist in each Department is designated by the Director of Extension to be the Project Leader. This individual assumes liaison responsibilities between the Department and the Coordinator's office.

Philosophy, Purposes and Objectives of the Program

The resident teaching, research and extension areas of home economics are each considered to be an important part of the home economics program in a land-grant institution. Each area contributes to and is dependent upon the other two areas. Therefore, for the total home economics program to be the most effective, it is considered important that staff in each area develop an understanding of the objectives and program in the other two areas.

The major objective of the efforts to coordinate resident, research and extension relationships is to keep staff informed of program developments and accomplishments in the respective areas of home economics, thereby providing opportunity for interaction among these program areas.

Methods Used to Coordinate Home Economics Resident, Research and Extension Relationships

Joint Meetings

The Dean of the College of Home Economics and the Coordinators of Resident Instruction, Extension in Home Economics and Research in Home Economics meet weekly in relation to over-all administrative matters of the College of Home Economics.

The Dean, Coordinators, Department Heads and the State 4-H Club Leader (or his representative) meet weekly to consider activities and developments of the various aspects of the home economics program.

Home economics specialists in home demonstration and in 4-H club work are participants in staff meetings of the general faculty of the College and in the Department in which they are a staff member. They participate, when their schedules permitted, in special meetings and conferences of the College. Extension specialists are encouraged to arrange their schedules so that they were on campus for committee and staff meetings and special conferences.

The Coordinator of Extension in Home Economics serves as Chairman of the Extension Educational Policy Committee. This group is represented by specialists from each department (of these six, some were 4-H specialists and some home demonstration specialists), a state leader of home demonstration agents, a state leader of 4-H club work, a home demonstration agent, a 4-H club agent, and a resident staff member from the Home Economics Education Department. This group, elected by the faculty, considers organizational and program needs and makes recommendations to the extension administration. They are considering the

recommended undergraduate curriculum in Extension as offered by the College of Home Economics.

Programs

The resident and research staffs participate in planning and conducting some extension activities and events.

Information

The Coordinator of Extension in Home Economics assumes responsibility for acquainting new College and extension administrative staff with extension and/or home economics philosophy, policies and procedures. This is usually done through individual conferences.

Annually, the Coordinator prepares the Report of the College on Extension from reports of the Department Heads and State Leaders (4-H and Home Demonstration Work). This Report is submitted to the Dean of the College.

Means of Evaluating the Program

Upon retirement of the former Coordinator of Extension in Home Economics in 1958, the Dean of the College of Home Economics and the Director of Extension appointed a committee which reviewed and made recommendations concerning the responsibilities and activities of the Coordinator.

The coordination of home economics resident, research and extension relationships has been evaluated by the administration of the College on an informal basis.

2. IOWA STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The College of Home Economics is a separate administrative entity within Iowa State University. The Dean of the College is administratively responsible to the University administration for the home economics resident and research programs. Also in the Office of the Dean are the Assistant Dean of Home Economics and the Placement Director of the College.

The Assistant Director of the Agricultural and Home Economics Experiment Station in charge of Home Economics Research assumes responsibility for the research program in home economics. She is administratively responsible to the Director of the Experiment Station and to the Dean of the College of Home Economics.

The College is composed of nine departments, namely: Applied Art, Child Development, Food and Nutrition, Institution Management, Home Economics Education, Home Management, Household Equipment, Physical Education for Women, and Textiles and Clothing.

The Dean of the College, Assistant Dean, Placement Director, Assistant Director of the Agricultural and Home Economics Experiment Station, Assistant Director of the Agricultural and Home Economics Extension Service, and the nine Department Heads comprise the administrative staff of the College of Home Economics. This group makes up the Home Economics Cabinet, an advisory body to the Dean.

The Home Economics Extension Program

The Assistant Extension Director in Charge of Home Economics is responsible for the total home economics extension program. She is administratively responsible to the Dean of the College of Agriculture through the Associate Director of Extension.⁴ She assumes responsibility for the staff of six district home economics supervisors, home economics subject matter specialists and county extension home economists. She is officed with Extension Administration.

All home economics extension supervisory staff are housed with their respective district extension supervisor in the same building with Extension Administration.

Specialists in home economics are housed in a building adjacent to Extension Administration. They are responsible to the Assistant Director

⁴The Dean of the College of Agriculture serves as Director of the Cooperative Extension Service. The Associate Director of Extension is responsible to the Director of Extension for the total Agricultural and Home Economics Extension program.

for the subject matter program. They are responsible to the respective subject matter department in the College of Home Economics for program content.

Central office extension staff hold academic rank on the same basis as resident and research staffs of the University.

Administration of the Program

The Dean of the College of Home Economics, Assistant Dean of the Agricultural and Home Economics Experiment Station and the Assistant Extension Director assume responsibility for the coordination of relationships among the three areas of home economics.

The Assistant Extension Director assumes responsibility for liaison between the total extension program and the resident and research programs. An extension specialist in each area of home economics is delegated responsibility for liaison between the extension area and the subject matter department in the College of Home Economics. A district extension supervisor assumes liaison responsibility between the supervisory staff and the Department of Home Economics Education.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the efforts of coordination between the areas of home economics is that the land-grant institution serves three major functions: (1) to provide a resident instruction program for undergraduate and graduate students; (2) to conduct research to substantiate existing facts and to discover new facts; and (3) to disseminate usable information and research findings to the people in the State of Iowa. If the total home economics program is to be the most effective, the interrelationships of these three functions is necessary within the functions of the institution.

The objective of the program is twofold: (1) to increase understanding between the resident, research and extension areas of home economics, and (2) to increase cooperative endeavors among the areas so that the residents of Iowa may be more effectively served through the total home economics program at Iowa State University.

Methods Used to Coordinate Home Economics Resident, Research and Extension Relationships

Joint Meetings

All members of the home economics resident, research and extension staffs participate in the general faculty meetings and serve on committees in the College of Home Economics. All committee and staff meetings in the College of Home Economics and in the Cooperative Extension Service

are scheduled on Monday. The schedules of extension personnel are arranged so that they do not have field assignments on this day. Home economics subject matter specialists participate in their respective departmental meetings in the College. One home economics extension supervisor is assigned to meet with the Home Economics Education Department. The Assistant Extension Director is a participating member of the Home Economics Cabinet.

The Dean of Home Economics is invited and attends the monthly meetings of the home economics extension staff.

When appropriate, resident staff members are invited to attend and/or participate in extension meetings at the state, district and county levels.

Programs

One general faculty meeting of the College of Home Economics annually is devoted to helping the staff develop a better understanding of the home economics extension program.

The administrator in charge of the home economics research program meets periodically with the central office home economics extension staff. At this time she discusses recent developments in the program with them. Occasionally a representative from the home economics research program participates in a district conference of field personnel. The purpose of this was to interpret the research aspect of the total home economics program to the field staff.

When possible, representatives from the extension staff attend and/or participate in activities involving students of the College of Home Economics. This was one means whereby students and extension personnel may become acquainted with each other. It also helps extension personnel to keep informed of student activities in the College.

The Assistant Extension Director has one scheduled contact with all freshman and transfer students through participating in freshman orientation classes. This includes an extension presentation at their class sections each quarter.

Information

The weekly or bi-weekly newsletter from the Dean of the College of Home Economics to the resident, research and extension home economics staffs contains information related to the programs of the three areas in home economics. When appropriate, the monthly newsletter from the Dean of the College of Agriculture to county extension personnel contains information about the home economics resident and research programs.

Plans of work and annual reports of the specialists are routed to the appropriate Department Head in the College of Home Economics. This is one means of keeping the resident and research staff informed of plans and accomplishments of the specific aspect of the extension program.

Home economics research bulletins are distributed to the county staff by the Experiment Station.

Joint Projects

Recruitment and selection of home economics extension specialists are joint responsibilities of the Department Head and the Assistant Extension Director. The Extension Personnel Committee makes the recommendations for all extension appointments to the Director of Extension. For extension home economics specialist appointments, the head of the respective home economics department and the Dean of the College of Home Economics serve as members of the committee. The Assistant Extension Director consults with the Dean of the College of Home Economics concerning appointments for district home economics extension supervisory staff positions.

Means of Evaluating the Program

The evaluation of the coordination of resident, research and extension relationships is done through two major activities. First, the Dean of Home Economics, Assistant Extension Director and Assistant Experiment Station Director meet annually. They evaluate the progress being made in attempts to coordinate the three areas of home economics and suggest means for furthering the objectives of the program. These suggestions are presented to the Home Economics Cabinet for consideration.

The second major activity is that the coordination of the three areas is studied periodically by the entire home economics faculty.

3. MICHIGAN STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The College of Home Economics is a separate administrative unit of Michigan State University. The Dean of the College is administratively responsible to the University administration for the home economics resident and research programs and the subject matter aspect of the home economics extension program. Also in the Office of the Dean are: the Assistant Dean, in charge of resident instruction; an Assistant to the Dean; the Coordinator of Home Economics Research; and the Coordinator for Continuing Education in Home Economics.

The College of Home Economics is composed of four Departments: Foods and Nutrition, Home Management and Child Development; Institution Administration; and Textiles, Clothing and Related Arts.

The Dean of the College of Home Economics, Assistant Dean, Assistant to the Dean, Heads of the four Departments, Coordinators of Research and of Continuing Education, and the Assistant Extension Director (Home Economics) comprise the Executive Committee of the College. This group serves in an advisory capacity to the Dean of the College. There is also a Faculty Advisory Committee to the Dean.

The Home Economics Extension Program

The Assistant Extension Director, Home Economics, is responsible to the Associate Director and the Director of the Michigan Cooperative Extension Service for the home economics extension program. The Assistant Director and three program leaders in the central office comprise the Program Team in Family Living. They have responsibility for expediting, implementing, stimulating and encouraging high quality program development and coordination with department head, project leaders, specialists, district directors and county personnel. The Assistant Director and two of the program leaders are housed with the extension administrative group. The third program leader is housed with staff in the College of Home Economics. She assumes responsibility for coordinating the field work of extension specialists.

Home economics extension subject matter specialists are members of their respective Departments in the College of Home Economics. They are housed with the resident and research staffs. They are responsible to the Department Head for subject matter content and to the Assistant Extension Director for the program.

Central office extension personnel hold academic rank on the same basis as resident and research staffs of the University.

Administration of the Program

The Dean of the College of Home Economics and the Assistant Extension Director, Home Economics, assume responsibility for coordination of relationships between the resident, research and extension areas. The subject matter department head is responsible for the coordination of these areas of home economics within the subject matter area.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of efforts to coordinate relationships between the areas at Michigan State University is that the home economics resident, research and extension programs are dependent upon each other. Without the effective contribution of a program to the other two, the total home economics program will not be able to make its potential contribution to the residents of the State of Michigan.

On the basis of this underlying philosophy, the objective of the efforts to coordinate home economics resident, research and extension relationships is to help staff to continue to develop an understanding of the objectives and content of the programs of the three areas of home economics.

Methods Used to Coordinate Home Economics Resident, Research and Extension Relationships

Joint Meetings

Home economics extension staff are expected, whenever possible, to participate in general staff meetings of the College of Home Economics and in meetings of their respective subject matter departments. Members of the extension staff have a vote in and serve on committees of the faculty of the College of Home Economics.

Research and resident teaching staffs are also expected, whenever possible, to participate in extension programs and conferences at state and regional levels. They often participate in inservice training activities for extension personnel.

The home economics extension program team meets periodically with department heads to make plans for program development in the home economics extension program. The program team works individually with each department head or with department heads as a group, depending upon the needs of the program.

For the past two years, one departmental meeting in each field has been devoted to working on the extension specialists' plan of work.

Programs

Resident and research staffs assist with the planning and carrying

out of University activities for which extension has major responsibility. Examples are Farmers' Week and Homemakers' Conference.

Information

The Dean of the College of Home Economics and the Assistant Extension Director, Home Economics, consider it important to keep each other informed of activities and developments in the respective programs. This is done through formal and informal communications.

Means of Evaluating the Program

The evaluation of the coordination of resident, research and extension relationships has been done by the administration of the College of Home Economics and the home economics extension program team on an informal basis.

4. THE OHIO STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The School of Home Economics at The Ohio State University is an administrative unit of the College of Agriculture and Home Economics. An Associate Dean of the College serves as Director of the School. She is administratively responsible to the Dean of the College for the coordination of the home economics resident, research and extension programs. In the Office of the Director are an Associate Director in charge of curriculum development and resident instruction and an Assistant Director in charge of coordinating student affairs.

The Director of the School of Home Economics serves as Chairman of the Home Economics Department of the Ohio Agricultural Experiment Station. She is assisted by an Associate Chairman who assumes responsibility for coordinating the total home economics research program and for integrating research with resident instruction in home economics.

The School of Home Economics is composed of seven Divisions: Home Economics Education; Family and Child Development; Housing, Equipment and Furnishings; Home Management and Family Economics; Food and Nutrition; Institution Administration; and Textiles and Clothing. A member of the Division staff is appointed to serve as Division Chairman.

The Director of the School of Home Economics, Associate Director, Assistant Director, Associate Chairman--Department of Home Economics in the Agricultural Experiment Station, State Leader of Extension Home Economics, and Division Chairman comprise the Home Economics Executive Committee. This group is advisory to the Director of the School of Home Economics on matters involving over-all policy and development of the total home economics program.

The Home Economics Extension Program

The State Leader of Home Economics Extension is responsible for the home economics extension program. She is administratively responsible to the Director of the Agricultural Extension Service and to the Director of the School of Home Economics.

Home economics extension administrative and supervisory personnel are housed with the extension administrative staff. Subject matter specialists are housed with home economics resident and research staffs.

Home economics extension specialists are staff members of the corresponding Division of the School of Home Economics. They are responsible to the Division Chairman for program content and to the State Leader of Extension Home Economics for a program.

Extension staff hold academic rank on the same basis as resident teaching staff of the University.

Administration of the Program

The Director of the School of Home Economics has been delegated responsibility for the coordination of resident, research and extension relationships in home economics. The State Leader of Home Economics Extension has direct responsibility for the integration and coordination of home economics resident instruction and research with home economics extension. The Division Chairman has been delegated responsibility to promote integration and coordination of resident, research and extension relationships in the respective subject matter areas.

The College of Agriculture and Home Economics has an over-all administrative committee whose purpose is to coordinate the resident, extension and research programs in agriculture and home economics. This group is composed of the administrative staff of the College of Agriculture and Home Economics, School of Home Economics, Agricultural Experiment Station, and the Agricultural Extension Service. This group meets regularly each month.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the administration of the School of Home Economics is that home economics is a professional area in the broad field of higher education. In a land-grant institution, the home economics resident, research and extension areas are interrelated. Because of this, any one of the areas does not function effectively without the contribution of the other two.

On the basis of this philosophy, the purpose of the coordination and integration of home economics resident, research and extension relationships is threefold: (1) to keep staff informed of present and future programs in each of the areas in home economics, (2) to demonstrate the basic philosophy of home economics in a land-grant institution, and (3) to develop means whereby the School of Home Economics can more effectively serve the residents of Ohio.

Methods Used to Coordinate Home Economics Resident, Research and Extension Relationships

Joint Meetings

Members of the home economics resident, research and extension staffs serve on committees of the School of Home Economics. The home economics extension administrative, supervisory and 4-H club staff, as well as the subject matter specialists, participate in the monthly general faculty meeting of the School and served on School committees.

Since the home economics extension specialists are staff members of the corresponding Division in the School of Home Economics, they attend the monthly staff meetings of the Division. Schedules of the

extension staff are so planned that the second and fourth Mondays are set aside for staff and committee meetings of the Agricultural Extension Service and the School of Home Economics.

The State Leader of Extension Home Economics is a participating member of the Executive Committee of the School of Home Economics.

A seminar is held periodically for staff in the School of Home Economics whereby they consider the total home economics program and make recommendations for its further development.

Programs

The resident and research staffs have participated, at the planning level, in the program projection efforts of the home economics extension program. When appropriate, resident and research staffs are invited to attend and/or participate in extension activities at county, district and state levels. The extension staff often participate in the resident program by participating in classroom situations.

Information

The Director of the School of Home Economics and the State Leader of Extension Home Economics consider it important to keep each other informed of activities and developments in the respective programs. The means for accomplishing this is through formal or informal correspondence.

Plans of work and annual reports of the extension specialists are routed to appropriate staff in the School of Home Economics. This is one means of helping the resident and research staffs to keep informed of plans and accomplishments in the home economics extension program.

Joint Projects

The resident, research and extension home economics staffs work jointly on three major projects: (1) interpreting the total home economics program at The Ohio State University to the public, (2) recruiting capable students, particularly at the undergraduate level, to study home economics at The Ohio State University, and (3) participating on the State Committee on Extension Training and Research.

Means of Evaluating the Program

The evaluation of the coordination of home economics resident, research and extension relationships has been done on an informal basis by the Executive Committee of the School of Home Economics. This group considers the program periodically and makes suggestions for improving its effectiveness.

5. OKLAHOMA STATE UNIVERSITY

Setting of the Program

The Home Economics Unit

The Division of Home Economics is a separate administrative unit of Oklahoma State University. The College of Home Economics, the School of Hotel and Restaurant Administration, and Home Economics Research constitute the three major areas within the Division.

The Dean of the Division of Home Economics assumes over-all administration responsibilities for the home economics resident and research programs. The Vice-Dean of the Division coordinates guidance, curriculum and evaluation in the resident program. The Assistant Dean Coordinating Research⁵ is responsible for the total home economics research program. Also on the staff of the Office of the Dean are the Assistant to the Dean, Co-Director of the Oklahoma-Pakistan Home Economics Program, and the Coordinator of Resident and Extension Relationships.

The College of Home Economics is made up of the Departments of Clothing, Textiles and Merchandising; Family Relations and Child Development; Food, Nutrition and Institution Administration; Home Economics Education; Home Management, Equipment and Family Economics; and Housing and Interior Design.

The Dean of the Division of Home Economics, Assistant to the Dean, Vice-Dean, Assistant Dean Coordinating Research, Co-Director of the Oklahoma-Pakistan Home Economics Program, Coordinator of Resident and Extension Relationships, Director of the School of Hotel and Restaurant Administration, Chairman of the Basic Program, and Heads of the six departments within the College of Home Economics comprise the Administrative Council. This group serves in an advisory capacity to the Dean.

The Home Economics Extension Program

The State Home Demonstration Agent is responsible for the total home economics extension program, both youth and adult aspects. She is administratively responsible to the Director of Extension through the Assistant Director in charge of program operations, and the Assistant Director, Management. She assumes responsibility for a staff involving the Assistant State Home Demonstration Agent, five district home demonstration agents, home economics subject matter specialists and county home economics extension personnel.

The State Home Demonstration Agent and her staff, through consultation with the Director and his administrative staff, assume responsibility for the home economics extension program.

⁵At present the Assistant Dean Coordinating Research serves as Head of the Department of Food, Nutrition and Institution Administration.

All home economics extension supervisory and subject matter personnel are housed with the staff of the Oklahoma Extension Division.

Central office extension staff do not have academic rank.

Administration of the Program

The Coordinator of Resident and Extension Relationships serves in a liaison capacity between the Division of Home Economics and the Oklahoma Extension Division. Her responsibilities are educational and cooperative in nature, and are designed to assist the staffs of both areas of the University to understand objectives and programs of the respective area, and to keep informed about field work as the basis for effective teaching of extension courses.

The Coordinator has a joint appointment with the Division of Home Economics and the Oklahoma Extension Division. In the Division of Home Economics she is directly responsible to the Dean of the Division. In the Extension Division, she works under the administrative direction of the Director of Extension and the direct supervision of the State Home Demonstration Agent.

The Coordinator functions in the following areas of the Division of Home Economics: maintaining cooperative relationships, assisting with counseling and orientation of students interested in extension work, teaching designated classes in the College of Home Economics, and arranging for resident staff to help with field services. She functions in the following areas of the Extension Division: recruiting home demonstration personnel, planning of educational needs of home demonstration workers at the graduate level, and maintaining cooperative relationships with the home economics resident and research staffs.

In 1952, the Advisory Council for the Coordination of Resident and Extension Relationships was formed. The purposes of this group are: (1) to formulate long-time plans, including objectives, to give direction to the cooperative work of resident and extension staffs; (2) to review, annually, achievements and progress of previous years in terms of objectives and activities accepted for the year; and (3) to develop, annually, specific objectives and activities for the coming year.

Membership of the Advisory Council includes: The Dean of the Division of Home Economics, Coordinator of Resident and Extension Relationships, Vice-Dean of the Division, Assistant Dean Coordinating Research, Assistant to the Dean, Director of the School of Hotel and Restaurant Administration, Heads of the departments in the College of Home Economics, State Home Demonstration Agent, Assistant State Home Demonstration Agent, a district home demonstration agent, a home economics extension subject matter specialist, and a state 4-H club leader.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the coordination of relationships among the areas of home economics at Oklahoma State University is that the common purpose of home economics is the improvement of home and family life. In a land-grant institution the areas of home economics resident, research and extension are interdependent upon each other. Therefore, the coordination of relationships among each is necessary within the organization and functions of the institution, if the total program is to be the most effective.

The administration of the home economics resident, research and extension programs believe that the coordination of resident, research and extension relationships may be facilitated when the organizational framework is planned and developed to achieve specifically the desired interrelatedness. It was on the basis of these beliefs that specific efforts in the area were established and have been maintained.

The primary purpose of the program is to assist the home economics resident, research and extension staffs to develop further understanding of the objectives and programs of each area.

The objectives of the Advisory Committee Council for the Coordination of Resident and Extension Relationships serves as objectives for the program. They include:

1. Continue work on recruitment for home economics.
2. Continue to work on a long time summer school program.
3. Continue work with students and visitors from other countries who are training to be home demonstration agents, home economists in other fields, and others who are interested in the field of home economics.
4. Continue a study of the present curriculum and see wherein improvements can be made.
5. Continue with work in developing a better understanding of the functions and organization of both resident and extension home economics staff.⁶

Methods Used to Coordinate Home Economics Resident and Extension Relationships

Joint Meetings

The Coordinator of Home Economics Resident and Extension Relationships represents the home economics extension area at the weekly meeting of the Administrative Council of the Division of Home Economics. When advisable, she informs the Council of developments in and activities of

⁶Oklahoma State University, Division of Home Economics, "Program of Work, 1960-1961," p. 12. (Mimeographed).

the extension program.

The Coordinator represents the Division of Home Economics at the monthly home demonstration staff conferences. She keeps this group informed of the resident and research programs, changes in curricula, and other directions in which the programs are moving by discussing these matters or by sharing materials with them.

State home demonstration personnel are invited to attend general faculty meetings of the Division of Home Economics. However, their schedules often do not permit them to be on the campus at that time. The Coordinator attends the general faculty meetings of the Division.

When appropriate, resident and research staff members are invited to attend and/or participate in extension meetings at the state, district and county levels.

Representatives from the extension area serve on the Division of Home Economics committees relating to such areas as curriculum; research; public relations; alumni; and fellowships, scholarships, awards and loans.

Staff of the resident, research and extension areas participate jointly in social events involving the total home economics staff.

Programs

The Coordinator represents the extension staff in obtaining home economics resident and research staffs to assist with state-wide extension activities, such as 4-H Round-Up, District Home Demonstration Council meetings, Homemakers Conference and other special programs. She also represents the resident and research staffs in locating extension staff to assist with classes and special meetings. When feasible, resident, research and extension staffs participate in each other's activities and events.

A representative of the home demonstration staff participates in the orientation course for freshman students. She informs them of opportunities in and requirements for home economics extension work. A representative also meets with senior students in the Department of Home Economics Education for the same purpose.

Information

Administrators in the resident, research and extension areas consider it important to keep each other informed about the respective programs. This is one of the major responsibilities of the Coordinator of Resident and Extension Relationships. She frequently holds separate and joint conferences with the Dean of the Division of Home Economics and the State Home Demonstration Agent to discuss matters of special concern.

News releases from the Dean of the Division of Home Economics are sent to the home economics extension staff.

Joint Projects

The home economics resident, research and extension areas are concerned with recruiting capable students to study home economics at both

the undergraduate and graduate levels. Staff in these areas have participated in the planning of course offerings, particularly those offered during the summer session at the graduate level.

Resident, research and extension staffs participate in the experiences for students and visitors from other countries who were interested in extension.

Means of Evaluating the Program

The coordination of home economics resident, research and extension relationships is evaluated by the Advisory Council for the Coordination of Resident and Extension Relationship. This group meets annually to review the achievements and progress of the program and to develop specific objectives and activities for the coming year.

6. UNIVERSITY OF WISCONSIN

Setting of the Program

The Home Economics Unit

The School of Home Economics is an administrative unit of the College of Agriculture at the University of Wisconsin. The Associate Dean of the College of Agriculture serves as administrator for the home economics program, including resident and research programs, and the extension subject matter specialists' programs. She is administratively responsible to the Dean of the College. Also in the Office of the Associate Dean is an Assistant to the Associate Dean.

The School is organized into five Departments: Textiles and Clothing, Foods and Nutrition, Home Economics Education and Extension,⁷ Home Management and Family Living, and Related Art. A Chairman for each Department is selected annually by the staff of the Department. These departments are composed of resident, research and extension staffs.

The Associate Dean of the College of Agriculture for Home Economics, Assistant to the Associate Dean and Chairman of the Departments comprise the administrative staff of the School of Home Economics.

The Home Economics Extension Program

The Assistant Director of Extension, Home Economics, serves as State Leader of Home Economics Extension. She is responsible to the Director of Extension through the Associate Director⁸ for the home economics extension program. Three assistant state leaders in home economics assume responsibility for supervision of the home economics extension program, one in each of three supervisory districts in the state. Another assistant state leader is on a cooperative appointment with the Extension Service and the Department of Home Economics Education and Extension. In the Extension Service she assumes responsibility for the inservice training program for home economics extension personnel. Another assistant state leader assists the State Leader of Home Economics Extension with administrative and program matters.

Home economics extension administrative and supervisory staffs are housed with the administrative staff of the Agricultural Extension Service. They are considered as staff members of the College of Agriculture and hold academic rank on the same basis as resident and research staffs.

⁷The Department of Home Economics Education and Extension is a joint department with the School of Home Economics and the School of Education.

⁸The Dean of the College of Agriculture serves as Director of the Cooperative Extension Service. The Associate Director of Extension is responsible to the Director of Extension for the total Agricultural and Home Economics Extension program.

Home economics extension specialists are staff members of their respective Departments in the School of Home Economics and, where room permits, are housed with the resident and research staffs. They are responsible to the Department Chairman for subject matter content and to the Assistant Director of Extension, Home Economics, for a program and use of time.

Administration of the Program

The Associate Dean of the College of Agriculture in charge of Home Economics and the Assistant Director of Extension, Home Economics, assumes responsibility for the coordination of relationships between the resident, research and extension areas of home economics. The subject matter department chairman is responsible for the coordination of these areas within the subject matter area.

Philosophy, Purposes and Objectives of the Program

The underlying philosophy of the coordination of resident, research and extension relationships is that home economics is a professional field in higher education. As a professional area in a land-grant institution, the resident, research and extension programs are interrelated. Any one of the three areas is considered to be dependent upon the effective functioning of the other two.

On the basis of this philosophy, the purposes of the efforts to coordinate resident, research and extension relationships are to bring about a better understanding of the objectives and programs in the areas and to determine means whereby each area may make its most effective contribution to the total home economics program.

Methods Used to Coordinate Home Economics Resident and Extension Relationships

Joint Meetings

Home economics extension specialists are members of the respective subject matter Department in the School of Home Economics. As such, they participate in general faculty meetings of the School and of the Department. They are also active members of committees of the School.

The extension administrative and supervisory staff participate in the general faculty meetings of the School. They also serve as active members of committees of the School.

Often, members of the home economics resident and research staffs meet with the extension group at their regular meetings.

Programs

The resident and research staffs often participate in the planning and carrying out of extension activities at state and area levels. Extension staff participate, when appropriate, in the resident program, particularly in classroom situations and in the research program.

Information

The administrators of the School of Home Economics and of the home economics extension program consider it important to keep each other informed of developments in the respective programs. This is done through formal and informal methods of communication.

Joint Projects

The resident, research and extension home economics staffs work jointly on major projects such as: Farm and Home Week, information to alumni of the School, and recruitment of home economics undergraduate and graduate students to study at the University of Wisconsin.

Means of Evaluating the Program

The evaluation of the coordination of home economics resident, research and extension relationships is done by the administration of the School of Home Economics and of the home economics extension program on an informal basis.

APPENDIX M

**SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRE CONCERNING
THE COORDINATION OF HOME ECONOMICS RESIDENT AND
EXTENSION RELATIONSHIPS IN TWELVE
LAND-GRANT INSTITUTIONS**

TABLE X

SUMMARY OF METHODS EMPLOYED TO COORDINATE HOME ECONOMICS RESIDENT, RESEARCH AND EXTENSION RELATIONSHIPS IN 12 LAND-GRANT INSTITUTIONS¹

	Land-Grant Institutions ²												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
1. Joint meetings of total home economics staff	x	x	x		x	x	x	x	x	x	x	x	11
2. Joint meetings of departmental staff	x		x		x	x	x	x	x	x	x	x	10
3. Joint participation in social affairs								x		x			2
4. Joint participation in standing and special committees		x	x	x			x		x		x		6
5. Extension area represented on executive committee of home economics unit				x					x				2
6. Sharing of news articles and other information										x			1
7. Classroom and other resources of the resident area made available to extension staff					x								1
8. Participation of extension staff in meetings and activities of home economics students		x			x						x		3
9. Total home economics staff housed in same or nearby area	x		x		x			x	x		x		6
10. Formal and informal relationships and exchange of ideas between administration of the home economics unit and the state leader of home economics extension	x					x							2
11. Representation of resident area at regular extension conferences		x							x				2

TABLE X (Continued)

	Land-Grant Institutions ²												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
12. Bulletins and other materials jointly prepared by total home economics staff			x										1
13. Resident staff review and offer suggestions concerning extension publications			x					x	x				3
14. Extension staff participation in curriculum planning and development		x	x	x				x					4
15. Participation of resident and research staffs in extension events and activities at state, area and county levels			x	x	x				x		x	x	6
16. Students encouraged to contact extension personnel concerning opportunities in and requirements for extension work		x									x		2
17. Participation of extension staff in classroom activities					x				x				2
18. Joint planning concerning campus and off-campus home economics activities for both youth and adults			x	x	x		x						4
19. Resident and research staff assist with recruitment and selection of state office of home economics extension personnel			x			x							2
20. Extension personnel assist with recruitment and selection of resident and research home economics personnel	x						x						2
21. Joint planning of programs and activities for foreign students and visitors								x					1

TABLE X (Continued)

	Land-Grant Institutions ²											Total	
	1	2	3	4	5	6	7	8	9	10	11		12
22. Joint sharing of annual report and plan of work		x			x	x							3
23. Participation of resident and research staff in extension inservice training activities									x			x	2
24. Assistance of resident staff in preparing plan of work of the extension area	x			x									2
25. Resident and research staffs accompany extension staff on field schedule to observe and/or participate in events and activities										x			2

¹The information presented in this table was obtained through an open-ended question.

²The numbers were assigned at random to the 11 land-grant institutions.

APPENDIX N

SUMMARY OF RESPONSES TO TENTATIVE CRITERIA CONCERNING
THE PROGRAMS INCLUDED IN THIS STUDY

TABLE XI

SUMMARY OF 21 RESPONSES TO TENTATIVE CRITERIA CONCERNING THE
UNDERGRADUATE PROGRAM FOR PROSPECTIVE
HOME ECONOMICS EXTENSION WORKERS

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Administration of the Program</u> A resident staff member, with knowledge and understanding of the philosophy, purposes, and total program of the Cooperative Extension Service and of the resident home economics area, is designated to provide leadership in the over-all direction of the undergraduate program for prospective home economics extension workers.	17	2	2
<u>Philosophy, Purposes and Objectives of the Program</u> The undergraduate curriculum recommended for home economics extension workers is flexible enough to provide opportunity for the student to also prepare for other similar professional opportunities.	19	1	1
The program designed to prepare students for home economics extension work is in keeping with the over-all purposes and objectives in the total undergraduate program of the home economics unit.	15	5	1
The desirable competences for home economics extension workers have been defined, and opportunities are provided for the student interested in extension work to develop these competences.	19	2	0
<u>Recruitment and Guidance of Students</u> Ample provisions are available at the pre-college and college levels for the student to become informed of professional opportunities in home economics extension.	17	3	1
Opportunities are provided whereby the student interested in extension work has contact with the state home economics extension personnel and with some extension activities.	15	1	5

TABLE XI (Continued)

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
Students interested in extension are advised, either directly or indirectly, by a staff member who has had recent experience and/or has present contact with the Cooperative Extension Service.	19	1	1
<u>Plan of Study</u> The curriculum recommended for prospective home economics extension workers provides the student with experiences in the basic physical, biological and social sciences, the arts and the humanities.	20	1	0
The curriculum recommended for prospective home economics extension workers provides the student with experiences in which she can gain knowledge and develop understanding of the basic principles in the subject matter areas of home economics and their application to all areas of living.	19	2	0
The curriculum recommended for home economics extension workers provides the student with experiences in which she may gain knowledge and develop understanding of the philosophy, purposes, objectives and programs of the Cooperative Extension Service.	15	2	4
The curriculum recommended for home economics extension workers provides the student with experiences in which she can gain knowledge and develop understanding and ability in using teaching methods of the Cooperative Extension Service.	15	2	4
A well-developed county experience is available to students interested in home economics extension.	12	5	4
<u>Evaluation of the Program</u> Provisions are made for continuous evaluation of the undergraduate program which prepares students for home economics extension work.	15	5	1

TABLE XII

SUMMARY OF 11 RESPONSES TO TENTATIVE CRITERIA CONCERNING THE GRADUATE PROGRAM FOR HOME ECONOMICS EXTENSION WORKERS

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Administration of the Program</u>			
A resident staff member, with knowledge and understanding of the philosophy, purposes, and programs of the Cooperative Extension Service and of the total graduate program of the institution, is designated to provide leadership in the over-all direction of the graduate program for home economics extension workers in Extension Education.	9	1	1
An interdepartmental committee of resident and extension personnel serve in an advisory capacity to the graduate program	8	2	1
The policies or regulations for the graduate program is in keeping with the over-all policies of the total graduate program of the institution.	10	1	0
Entrance requirements into the graduate program stipulate that the individual have had reasonable experience in the Cooperative Extension Service or other similar educational agency.	9	2	0
<u>Philosophy, Purposes and Objectives of the Program</u>			
The graduate program for home economics extension workers in Extension Education is an interdepartmental program emphasizing an interdisciplinary approach.	9	1	1
The underlying philosophy and purposes of the graduate program in Extension Education have been defined and clarified	6	4	1
The desirable competences for home economics extension workers at the graduate level have been defined and opportunities are provided for the student to develop these competences.	7	3	1

TABLE XII (Continued)

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Recruitment and Guidance of Students</u>			
The unit responsible for the graduate program makes available ample provisions for home economics extension personnel, both in-state and out-of-state, to become informed of opportunities for graduate study.	9	2	0
Graduate students in Extension Education are advised by a staff member who has had recent experience with and/or has direct contact with the Cooperative Extension Service	10	1	0
<u>Plan of Study -</u>			
The requirements of the graduate program are flexible enough to allow for an individual's educational background, experiences and future aspirations.	11	0	0
A group of professional extension education courses are a part of each student's plan of study	11	0	0
The student's plan of study provides her with experiences in which she can gain knowledge and develop understanding of research techniques, and she is required to apply some of these techniques to some aspect of the Cooperative Extension Service.	9	1	1
<u>Evaluation of the Program</u>			
Provisions are made for continuous evaluation of the graduate program for home economics extension workers in Extension Education.	7	3	1

TABLE XIII

SUMMARY OF 11 RESPONSES TO TENTATIVE CRITERIA CONCERNING THE
EXTENSION INSERVICE TRAINING PROGRAM

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Administration of the Program</u>			
An individual or group of individuals, with understanding of the educational process and of the Cooperative Extension Service, is designated to provide leadership in the extension inservice training program.	11	0	0
An advisory group, representing all levels of the extension organization and the resident area, serves in an advisory capacity to the administration concerning the extension inservice training program.	10	1	0
An administrative policy concerning the extension inservice training program has been formulated by the administration and made available to personnel at all levels of the organization	9	1	1
<u>Philosophy, Purposes and Objectives</u>			
The underlying philosophy of the extension inservice training program has been defined and clarified.	11	0	0
The purposes and objectives of the extension inservice training program have been defined and clarified.	11	0	0
<u>Methods of Carrying Out the Program</u>			
Training needs of extension personnel have been identified, and the training program is based upon helping the individual to meet his own needs.	10	1	0
An induction training program is provided new field personnel so that they may become acquainted with the extension organization at county and state levels, its philosophy, purposes and objectives, and develop an understanding of the job and responsibilities involved.	11	0	0

TABLE XIII (Continued)

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
An induction training program is provided new central office personnel so that they may become acquainted with the extension organization at the county and state levels, its philosophy, purposes and objectives, and develop an understanding of the job responsibilities involved.	7	3	1
Training is provided experienced extension personnel so that they may keep abreast of changes and new developments which are taking place in the total extension organization	9	1	1
The inservice training program involves training in both subject matter and in extension teaching methods.	10	1	0
<u>Evaluation of the Program</u> Provisions are made for continuous evaluation of the extension inservice training program.	10	1	0

TABLE XIV

SUMMARY OF 10 RESPONSES TO TENTATIVE CRITERIA CONCERNING THE
EXTENSION RESEARCH AND STUDIES PROGRAM

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Administration of the Program</u>			
An individual or group of individuals, with understanding of research methods and techniques and of the Cooperative Extension Service, is designated to provide leadership in the extension research and field studies program.	10	0	0
An advisory group, representing all levels of the extension organization and the resident and research areas of the institution, serves in an advisory capacity to the administration concerning the extension research and field studies program.	9	1	0
An administrative policy concerning the extension research and studies program has been formulated by the administration and made available to personnel at all levels of the organization.	9	1	0
<u>Philosophy, Purposes and Objectives</u>			
The underlying philosophy of the extension research and field studies program has been defined and clarified.	8	1	1
The purposes and objectives of the extension research and field studies program have been defined and clarified.	9	1	0
<u>Methods of Carrying Out the Program</u>			
Criteria to be used in selecting extension research and studies projects have been developed and are used when considering and developing projects.	9	1	0
Significant areas for extension research and studies have been defined in all major programs with which the organization is concerned, and projects are carried on which contribute to these areas.	9	1	0

TABLE XIV (Continued)

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
Provisions are made for training extension personnel in basic research and evaluation principles and techniques that have application in their own program situation.	7	2	1
Personnel at all levels of the extension organization are involved, when appropriate, in extension research and studies projects.	8	1	1
Findings of extension research and studies are disseminated to appropriate extension, resident and research personnel and to other organizations and agencies in a useable manner.	8	1	1
<u>Evaluation of the Program</u> Provisions are made for continuous evaluation of the extension research and studies program.	7	2	1

TABLE XV

SUMMARY OF 20 RESPONSES TO TENTATIVE CRITERIA CONCERNING THE
COORDINATION OF HOME ECONOMICS RESIDENT AND
EXTENSION RELATIONSHIPS

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
<u>Administration of the Program</u>			
An individual at the administrative level, who has knowledge and understanding of the home economics resident, research and extension areas of the institution, is designated responsibility for the coordination of home economics resident, research and extension relationships.	14	3	3
A group representing home economics resident, research and extension areas of the institution serves in an advisory capacity to the program to coordinate home economics resident, research and extension relationships.	11	2	7
<u>Philosophy, Purposes and Objectives of the Program</u>			
The underlying philosophy of the interrelationship of the home economics resident, research and extension areas has been defined and clarified.	17	2	1
The purposes and objectives of the program to coordinate home economics resident, research and extension relationships have been defined and clarified.	15	2	3
<u>Methods Employed to Coordinate the Areas of Home Economics</u>			
Opportunities are provided whereby new home economics resident, research and extension personnel may gain knowledge and develop understanding of the land-grant college system and the role of the home economics resident, research and extension areas in a land-grant institution.	14	3	3
Opportunities are provided whereby new home economics resident, research and extension personnel may gain knowledge and develop understanding of the home economics resident, research and extension areas of the institution in which they are employed.	15	2	3

TABLE XV (Continued)

TENTATIVE CRITERIA	Responses		
	Important	Slightly Important	Not Important
Opportunities are provided whereby the home economics resident and research staffs are kept informed of developments and activities of the home economics extension area and of related activities and developments in the Cooperative Extension Service	16	2	2
Opportunities are provided whereby the home economics extension staff is kept informed of developments and activities of the home economics resident and research areas.	15	2	3
The home economics resident and research staffs are involved, whenever feasible, in the home economics extension program at county, district and state levels.	15	3	2
The home economics extension staff is involved, whenever feasible, in the home economics resident and research programs.	15	2	3
<u>Evaluation of the Program</u>			
Provisions are made for continuous evaluation of the program to coordinate home economics resident, research and extension relationships.	12	2	6

VITA

Betty Jean Brannan

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SELECTED PROGRAMS IN HOME ECONOMICS RESIDENT INSTRUCTION AND AGRICULTURAL-HOME ECONOMICS EXTENSION IN LAND-GRANT INSTITUTIONS AND PROPOSALS FOR THE FURTHER DEVELOPMENT OF THESE PROGRAMS

Major Field: Home Economics Education

Minor Field: Home Management

Biographical:

Personal Data: Born at Chickasha, Oklahoma, December 29, 1931, the daughter of Toy and Audie Brannan.

Education: Graduated from Chickasha High School, Chickasha, Oklahoma, in 1949; received the Bachelor of Science degree from the Oklahoma College of Women, with a major in Home Economics in May, 1953; received the Master of Science degree from the Oklahoma State University, with a major in Home Economics Education, in August, 1955; studied at The Ohio State University during the Summer of 1956, Iowa State University during the summer of 1960, and the University of Chicago during the summer of 1960; completed requirements for the Doctor of Education degree in August, 1961.

Professional Experience: Taught vocational home economics at Amber High School, Amber, Oklahoma, 1952-1955; served as Assistant Home Demonstration Agent, Comanche County, Lawton, Oklahoma, September, 1955-July, 1956 and August, 1957-August, 1958; served as Associate Extension Economist, Housing and Home Equipment with the Oklahoma Extension Division, August, 1956-August, 1957; served as Graduate Teaching Assistant, Department of Home Management, Equipment and Family Economics, College of Home Economics, Oklahoma State University, September, 1958-May, 1960; June 1, 1961 became Coordinator of Resident and Extension Relations in Home Economics, Assistant Professor of Home Economics Education, and Extension Field Studies and Training Specialist, Oklahoma State University.

Professional Organizations: Oklahoma Home Economics Association, American Home Economics Association; Phi Upsilon Omicron; Phi Kappa Phi.