

A PROPOSED GRADUATE TRAINING PROGRAM
FOR EXTENSION WORKERS IN ALABAMA

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY

Ralph R. Jones

1957



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A Proposed Graduate Program
For Extension Workers In Alabama

by
Ralph R. Jones

AN ABSTRACT

Submitted to the College of Agriculture
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of
MASTER OF SCIENCE

DEPARTMENT OF AGRICULTURAL EXTENSION

1957

APPROVED

John T. Stone

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THESIS ABSTRACT

This study is concerned primarily with the collection and examination of material in the context of its usefulness as a guide in developing a graduate training program for agricultural extension workers in Alabama.

First, an examination is made of the duties of extension workers, their increased responsibilities, and the growing need for additional training to meet these responsibilities. This additional training, it is noted, may be acquired through pre-service education, induction training, in-service education, and graduate study. A review of graduate programs in extension education is made of the eleven states which now have such programs and provisions of their operation are analyzed. A comparison of the graduate status of the extension personnel in each of the eleven states is also made as one means of measuring the effectiveness of the programs. Somewhat in summary of the study of graduates programs for the various states, an examination is made of criteria for graduate programs--criteria set up by several different committees of the Land-Grant College Association and those of the National Association of County Agricultural Agents.

Finally, a look is taken at the kind of program Alabama agricultural extension agents want, as expressed through a

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questionnaire survey made by the author in 1957. In addition to other points, the survey indicates that 94 percent of all the county workers would like to do graduate work and more than 90 percent would like to start course work immediately.

From the study, the author reaches a conclusion that there is both a need and justification for a graduate training program in extension education for extension workers in Alabama. Following the conclusion, he develops a recommended program, framed within the following twelve points:

1. The training required by extension workers is distinctly different from that of other teachers, making extension education a distinct entity within the broad field of education. It should, therefore, be treated as such in a graduate program.
2. A graduate program should be looked upon only as part of a total program. The ultimate goal should be a professional improvement program which includes pre-service education, induction training, and in-service education as well as graduate study.
3. The program should not be degree centered but dedicated primarily to the purpose of training more competent and proficient extension workers. Agents recognize, however, that the age of scholarship is upon them and that the attainment of degrees are desirable.

4. It should be designed to meet the graduate study needs of all extension workers within the state, both men and women.
5. The program should be set up and operated in such way to provide county workers the privilege of taking up to five credits of graduate work per quarter while still on the job, which is now permitted the resident teaching staff.
6. All course offerings should be of graduate rank and the quality of work should be of graduate calibre.
7. The course selection should be broad and flexible, permitting a wide choice of combinations so that individual student needs may be satisfied. The value of requiring a thesis for extension workers is debatable and should be left optional.
8. The graduate program for any one student should be purposeful and integrated with a carefully thought out over-all professional improvement plan.
9. Like all other graduate programs of the Alabama Polytechnic Institute, it should be operated under supervision of the Dean of the Graduate School, with course instruction coming from the regular teaching departments.
10. Guidance of the program should be through a training officer jointly responsible to the Extension Service and to the School of Agriculture. The training

officer should be assisted by an advising committee appointed jointly by the Extension Service and School of Agriculture.

11. The program should provide incentives for study. Liberal study leave privileges with part or full pay, plus proper consideration of graduate study status when making promotions and salary adjustments, are important auxiliary provisions which need positive emphasis by extension administrators.
12. To be fully effective, the program must have active cooperation of the extension supervisory staff and the undivided support of the administration, both immediate and top-level.

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Department of Agricultural Extension

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PREFACE

This research project and other work taken at Michigan State University in fulfillment of course requirements for a Master of Science degree in Agricultural Extension, plus contacts with professors, students, and others, along with personal observations, have provided the writer with many rich and rewarding experiences. Course work has been both informative and provocative; instructors have added inspiration and opened new visions. Enrollment in one off-campus course gave first hand information and observation as to how this unique program in extension education operates so effectively. Complete access to the files, records, and references in the Extension Training Office not only provided valuable research data but also a practical insight which the writer regards with much value.

The author is indebted to many people for these and other valuable experiences which have been a part of this graduate study. He is particularly indebted to Doctor John Stone for his guidance, inspiration, and help throughout the course of study.

The author is also grateful to others whose efforts and assistance helped make his graduate study possible. Sincere thanks go to Director P. O. Davis and Associate Director James L. Lawson of the Alabama Extension Service for their help which came in many ways. Acknowledgment and expressions of gratitude are also extended to the Foundation for Cotton Research and Education of the National Cotton Council for fellowship

funds which made graduate study possible. Finally, the author wishes to express sincere thanks to all of the county agricultural and home demonstration agents in Alabama who so splendidly cooperated in a questionnaire survey on which part of this study is based.

TABLE OF CONTENTS

	Page
PREFACE	ii
LIST OF TABLES.	vi
Chapter	
I. INTRODUCTION.	1
A Look at Extension - Its Job, Its Clientele, and Its Personnel	1
The Increasing Need for Training in Extension	5
Types of Training to Meet Extension Needs	11
Pre-Service Education	12
Induction Training.	12
In-Service Education.	20
Graduate Study.	22
The Purpose of This Study	27
II. EXTENSION GRADUATE TRAINING PROGRAMS.	27
An Overview of Programs Now in Operation.	27
Digest of Programs State by State	28
California.	27
Colorado.	28
Kansas.	31
Kentucky.	33
Louisiana	36
Michigan.	37
Mississippi	40
Missouri.	42
New York.	43
Tennessee	45
Wisconsin	47
Summary of State Programs	48
III. CRITERIA FOR GRADUATE PROGRAMS.	51
Joint Committee Recommendations	51
Pre-Service and Graduate Training Committee Criteria.	53
National Association County Agricultural Agents	54

Chapter	Page
IV. SHAPING A PROGRAM FOR ALABAMA	56
A Questionnaire to Alabama Agents	56
Collecting and Processing the Data	58
Other Guideposts Used.	59
V. WHAT ALABAMA EXTENSION AGENTS WANT.	65
Is There Interest for a Program?	65
When Should the Program Start?	66
What Kind of a Program do the Agents Want?	67
What Requirements and Restrictions Should the Program Contain?	73
What Incentives Should be Provided?	75
Other Suggestions Made by Agents.	80
VI. A PROPOSED GRADUATE TRAINING PROGRAM FOR AGRICULTURAL EXTENSION WORKERS IN ALABAMA.	84
Standards for an Alabama Program.	84
The Proposal in Outline	86
VII. SUMMARY	97
APPENDIX.	103
BIBLIOGRAPHY.	108

LIST OF TABLES

TABLE	Page
1. Degree Status of State and County Extension Personnel, United States, 1956	26
2. Degree Status of State and County Extension Personnel, California, 1956	29
3. Degree Status of State and County Extension Personnel, Colorado, 1956	31
4. Degree Status of State and County Extension Personnel, Kansas, 1956	33
5. Degree Status of State and County Extension Personnel, Kentucky, 1956	35
6. Degree Status of State and County Extension Personnel, Louisiana, 1956	37
7. Degree Status of State and County Extension Personnel, Michigan, 1956	40
8. Degree Status of State and County Extension Personnel, Mississippi, 1956	41
9. Degree Status of State and County Extension Personnel, Missouri, 1956	43
10. Degree Status of State and County Extension Personnel, New York, 1956	45
11. Degree Status of State and County Extension Personnel, Tennessee, 1956	47
12. Degree Status of State and County Extension Personnel, Wisconsin, 1956	49
13. Degree Status of Extension Personnel in the United States and States Having Graduate Study Programs in Extension Education: Also Percentage on Study Leave . . .	50
14. Number of Questionnaires Mailed to Agents and Replies Received	59

TABLE	Page
15. Agent's Expression of Interest in Graduate Study	66
16. An Indication of When Agents Want to Start Graduate Work	67
17. Kind of a Program Alabama Agents Want.	67
18. Kind of Courses Agents Want.	68
19. Agent's Expression for Equal Graduate Opportunity.	71
20. Influence of Residence Time Upon Graduate Study.	71
21. Agent's Preference for Residence Requirements.	72
22. Course Restrictions.	73
23. Application of Formal Requirements for Non-credit Courses	74
24. Agent's Reaction to Experience Requirement as Prerequisite for Graduate Study.	75
25. Minimum Experience Agents Would Require as Prerequisite to Graduate Study	75
26. Incentives Which Should be Provided to Get Agents to Take Graduate Work.	76
27. Agent's Reaction to Recognizing Non-Credit Course Work . . .	78
28. Institutions From Which Alabama Agents Obtained Undergraduate Degree.	78
29. Undergraduate Majors of Alabama Agents	79
30. Years of Service for Alabama Agents.	80

CHAPTER I

INTRODUCTION

A Look at Extension - - Its job, Its clientele and Its personnel

The Smith-Lever Act of 1914, which authorized establishment of the extension service, states that the purpose is:

...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....

Thus, the job of the Cooperative Extension Service in Agriculture and Home Economics, is defined and designated by law as that of teaching.¹

But teaching is too narrow a term to use in adequately describing the jobs of the extension service. Extension teaching goes much further than just giving scientific information. It gives understanding to the facts, a know-how as to their application, and then motivates people to put practices into use for increased income or for better living.

On the surface, extension may appear to be concerned largely with projects and programs that have to do with better and more efficient farming or homemaking, but these are only the means to the end of solving the many problems that directly affect the happiness and welfare of farm families. The Joint Committee Report on Extension Programs, Policies, and Goals, for example, points out the following areas

¹Amended Smith-Lever Act--Public Law 83 - 83rd Congress, Chapter 157--1st Session. S.1679

outside of economic efficiency in which extension has made major contributions, most of which are not subject to quantitative measure:

1. Solving problems through group action.
2. Understanding economic and social factors.
3. Improving family diets.
4. Improving other functions of homemaking.
5. Work with rural youth.
6. Counseling on farm problems.
7. Mobilizing rural people to meet emergencies.
8. Contributing to the science of government and education.
9. Aiding esthetic and cultural growth of farm people.
10. Contributing to urban life.
11. Developing rural leadership.

Summarizing the many contributions in these areas, the Committee says:

In short, whereas extension has done much for people, it is what extension has helped people do for themselves that achieves the greatest results.²

Brunner and Yang portray the clientele of the extension service as a classroom group, using the following unique style:

The campus of this educational enterprise is better than a billion acres in the $5\frac{1}{2}$ million farms of the United States, together with thousands of rural villages. The students, actual and potential, are the $27\frac{1}{2}$ million people on these farms and the even larger rural non-farm population, 15 million families in all. Of these, about three-fifths are influenced by extension in any given year.³

Regardless of the specific number of families or individuals involved, the clientele of the extension service is made up of people from nearly every walk of life and of all ages, interests, levels of living

²Joint Committee Report on Extension Programs, Policies and Goals, Washington, D.C., U. S. Government Printing Office, 1948, pp. 3-4.

³Edmund deS Brunner and E. Hsin Pao Yang, Rural America and The Extension Service, New York: Teachers College, Columbia University Bureau of Publications, 1949, p. 1.

and educational status. And as pointed out by Davis, Director of the Alabama Extension Service, teaching of the multitudes served by extension may take place

In homes, barns, fields, forests, orchards, gardens, school houses, churches, courthouses, and wherever else they are able to contact people individually and by groups.⁴

The reference to groups calls to our attention that the clientele served by extension also includes groups as well as individuals. Certainly a picture of the people served by county agricultural agents and by county home demonstration agents would be very incomplete without pointing out the many groups such as farm organizations, breed associations, marketing associations, cooperatives, crop improvement groups, home demonstration clubs, and 4-H clubs, all of whom look to the extension agents for their primary guidance. Few probably realize the size of some of these groups. For example, late reports of the extension service show that there are now 66,459 home demonstration clubs in the United States with a membership of nearly one and one-half million women and that membership in the 4-H clubs any current year exceeds two million.⁵

In its early days, extension was confined almost entirely to work with people on the farm, but the area and groups served have grown year by year to include non-farm rural residents and urban residents as

⁴P. O. Davis, "Extension Work--Past, Present, Future," The Spirit and Philosophy of Extension Work, R. K. Bliss, et al, eds., Washington: Graduate School, U. S. Department of Agriculture and the Epsilon Sigma Phi, National Honorary Extension Fraternity, 1952, p. 270.

⁵Extension Activities and Accomplishments, 1955, Extension Service Circular No. 509, May 1956, Federal Extension Service, Washington, D.C.



well. The fact that extension has a responsibility to non-farm people is strongly emphasized by the Joint Committee Report on Extension Programs, Policies and Goals.

Extension's responsibilities are not limited to farm people-- or even to rural residents. Its obligations, as stated in the Smith-Lever Act, is to the people of the United States...not attending or resident in said colleges. This obligation of disseminating the agricultural and home economics teachings of the colleges and the United States Department of Agriculture extends to all interested people in this country irrespective of their place of residence, their ages, their group affiliations, race, creed, economic or social status, or other characteristics that might be used to draw lines of distinction.

Outstanding among the groups to which more thorough and well-planned extension assistance should rightfully be directed are (1) part-time farmers and non-commercial farmers, (2) urban workers maintaining homes in rural areas, (3) industrial groups, such as miners, living and working rural communities, and (4) the residents of small towns and villages. The importance of rendering service to these latter groups is emphasized by the fact that in 1940 there were 24 out of the 48 states in which the rural non-farm population exceeded the farm population, as in 1947 it did in the nation as a whole.⁶

Whether we measure in terms of individuals or groups, we note that the extension service has a responsibility to millions of Americans and that the number has a high potential for rapid increase within the years ahead.

The professional staff of the extension service is made up of about 13,100 workers, approximately 100 of whom are located in the Federal Extension Service, 3,000 at state headquarters and 10,000 in county offices.⁷

⁶Joint Committee Report, op. cit., p. 8.

⁷Legans, J. Paul, Agricultural Education, a statement prepared for the 1957 edition of the Encyclopedia Americana, p. 7.



Employees of the Federal office serve largely as liason agents between the United States Department of Agriculture, its various agencies, and the state extension services. Employees of the state headquarters are administrators, supervisors, and specialists whose job it is to serve the needs of county workers. The entire framework of the service is built around the county extension staff, usually consisting of a county agent, a home agent, and one or more 4-H agents. In addition, many county offices have assistant agents or special agents assigned to various specialty jobs, commodity enterprises, or technical undertakings. The grass-root programs of the extension service are organized by and conducted through this corps of county workers.

In addition to the professional staff, probably equally as important in the extension organization is the non-professional staff known as local leaders. The number of these in 1947 slightly exceeded one million.⁸ Work as well as results of the county agents and home agents would be seriously handicapped without the assistance of these leaders who cooperate in many different activities. They include men, women and youth, representing individuals of both organized and unorganized groups.

The Increasing Need for Training in Extension

Jobs of early extension workers were comparatively few and relatively simple, requiring little or no technical training. In the main, their tasks were those such as conducting a practical demonstration in crop production, advising about insect control, demonstrating canning methods, or supervising a 4-H corn or calf project. Evidence that high

⁸Brunner and Yang, op. cit., p. 133.

technical training was not considered essential to carrying out these tasks is shown by the fact that many of the first county agricultural and home demonstration agents were not college graduates. As pointed out by Brunner and Yang, most of them were employed on the basis of successful farm experience or on their record as a practical housewife.⁹ Actually it was not until about 1930 that technical training in agriculture or home economics equivalent to a four-year course in a state agricultural college became generally accepted as the minimum requirement for a position in extension.¹⁰

As the educational value of extension work became more widely known, demands on the county agent and home agent have become greater. More people are requesting their help in an ever-increasing breadth of subject matter. Extension workers, for example, are required to devote more and more time to such areas as group planning, organization, public policy, marketing, urban planning, health, nutrition, human relations, economics, farm and home development, and political science.

Stepped-up research in the field of agriculture and related sciences has brought about added educational responsibilities unknown to the early extension worker. He is the custodian of a vast storehouse of new research information which his clientele is constantly seeking. For example, in the course of one day's work, a county agent may be called on for information about the latest hydrocarbons for

⁹Ibid, p. 133.

¹⁰Mary L. Collings, Signposts in Agricultural Extension Education, a paper given State Home Demonstration Leaders Workshop, Stillwater, Oklahoma, Jan. 28, 1952, Ext. Service, USDA, Washington, D.C.

controlling houseflies, for specific facts about antibiotics used in poultry feed, for technical data on irrigating alfalfa, for advice about male sterility in hybrid corn production, to assist in organizing an artificial breeding association, to discuss rural zoning with county officials, to discuss the pros and cons of the Soil Bank program with a civic club, and to discuss agricultural tariffs with officials of county farm organizations. We find the home agents equally involved in a complex network of new research information and program development.

The very nature of extension, as we find it today, makes it one of the more difficult teaching jobs, requiring high skills and proficiencies on the part of the agents who carry it out. In the first place, it is a volunteer educational organization with no captive audiences as found in the formal class room. It is important, therefore, that the teaching be dynamic and that the teachers be ever alert to supplying the interests and needs recognized by the people themselves. In the second place, the major part of the extension class room is made up of adults who have fixed ideas and often they must go through an unlearning process before they will accept new ideas. This requires unusual teaching skills. Third, the extension students compose a large and heterogeneous class--an average of about 20,000 farm people per county in Alabama. Obviously, only teachers with superior training could be expected to effectively teach such a mixed group. Fourth, extension education is for immediate use. What was factual knowledge last year may be erroneous and out of date for use today. The extension teacher cannot, therefore, rely on class notes taken in a college class 20 years ago.

The above observations, and others which could be made, all point to the need for a high level of professional educational competency in extension; a level which has grown since the early days of extension and one which continues to grow along with the development of a more efficient agriculture. One way of attaining this needed competency, and obviously the only practical approach, is through additional training of extension workers.

In our society, we look to leaders of top rank for guidance in much of our evaluation and decision making. What do the top leaders in education and extension think of this matter of giving extension workers additional training? Suppose we examine the statements of some of them.

Taking an over-all look at the changing demands for education, we first examine the words of Bryson:

A society like our own is undergoing a rapid change in industrial and social processes with a constant acceleration and complication...the very simple notion of getting an education and then going out into the world to use it no longer suffices. Learning becomes a necessary element in the life process, continuing as long as life continues....¹¹

The Joint Committee appraises the need for adequate training in the following terms:

If extension workers are to be expected to meet today's challenges, they must be well educated for their jobs in the fullest sense of the word.¹²

Another committee of the Land-Grant College Association expresses the need with these words:

¹¹Bryson, Lyman. Adult Education, Chicago: American Book Company, 1936, p. 5-6.

¹²Joint Committee --op. cit., p. 42.



There seems to be a growing realization that the cooperative extension system as a whole does not have a personnel training policy and program of sufficient magnitude and scope to service the needs of a 110 million dollar enterprise employing 14,000 professional workers to say nothing of anticipating the growth and development in the years just ahead.¹³

The director of extension training at Michigan State University evaluates the need for graduate training in its relation to professional improvement:

Today professional improvement is foremost in the minds of many extension workers and the administration because we are in a truly competitive situation. If extension doesn't do the job there are others ready and willing to step in and do the job. We have to be able to produce, to do a better job, to keep pace with the rapidly changing times, and make use of the most modern teaching methods.¹⁴

In summarizing work of the 1955 annual conference of the Senate Committee on Pre-service and Graduate Training, Dean V. E. Kelvin, chairman, had this to say:

Since extension functions in and is a part of our Land-Grant College system, its people must be just as highly trained as are other members of the system. This may be years ahead, but we must now get the vehicle upon the road and pointed in the direction which will accomplish the end.¹⁵

The former Director of the California Extension Service pleads the needs for bringing the training of extension workers up to date with the following statement.

The new generation of farmers is very much better educated than the generation with which extension began. Although only a small percentage of the farm people have attended an agricultural college, most of them now have a high school education and many have had the further great advantage of working as 4-H club members or in Smith-Hughes classes. In addition to these,

¹³A Report of the Committee on In-Service Training for Extension Workers, Federal Extension Service, U.S.D.A., November 1955, p. 2.

¹⁴Stone, John T., Staff Training Officer, Extension Service, Michigan State University, East Lansing. From a talk given at the annual meeting, National Association of County Agents, Philadelphia, 1952.

¹⁵Goals and Achievements in Pre-Service and Graduate Training for

the radio and the farm press have put general information at the disposal of all farm people everywhere. Indeed, so rapidly has the scientific viewpoint progressed that it has outstripped the ability of extension services to supply the answers.

To be effective, a modern extension service must employ on the county level men and women whose scientific background and knowledge are far beyond that which was deemed adequate a third of a century ago. Many state extension services have not yet discovered this fact, or if they have discovered it, they have been unable to adjust to the needs of the new generation that is before them.¹⁶

Then we have this viewpoint on the importance of training coming from the Division of Field Studies and Training of the Federal Extension Service:

We all have to agree that the kind, quality, and amount of service which the Extension Service can render depends upon the quality of the personnel. As the level of ability of the staff goes up, so will the value of the service go up.¹⁷

Legans, Professor of Extension Education at Cornell, is quite specific in his conclusions relative to the need of extension workers for training beyond a four-year college course. His conclusions are used to more or less summarize other statements given herein relative to the increasing need for training in extension.

1. No longer is four years of undergraduate training in any field enough for extension workers. There is too much to be known; there is too much we must know to permit an end of formalized study after four years of undergraduate work.

Extension Workers, a report of the Fifth Annual Conference of Senate Committee on Pre-service and Graduate Training for Extension Workers, Chicago, April 20-22, 1955, Extension Service, U.S.D.A., Washington, p.12.

¹⁶Cochran, B. H., "An Effective State Extension Service," The Spirit and Philosophy of Extension Work, R. K. Bliss, et. al., eds., Washington: Graduate School, U. S. Department of Agriculture and the Epsilon Sigma Phi, National Honorary Extension Fraternity, 1952, p. 316.

¹⁷Hearne, Cannon C., Training Extension Personnel, a paper presented at Land-Grant College Association Conference, November 10, 1948, U.S.D.A. Extension Service, Washington, p. 1.



2. In-service training jobs, at their best, are not adequate for the job.

3. Something "new" is now created in our graduate schools designed to meet the special professional needs of extension workers.

4. Adequate training for extension work requires increasing attention to graduate study.¹⁸

This examination of the facts relating to the job and responsibilities of extension workers, plus a review of the opinions of authorities within the field of extension education, justifies a logical conclusion that there is an increasing need for training in extension beyond that attained through a four-year formal college course in agriculture or home economics. The next question we want to examine is how, when, and where the extension worker is to attain this additional training and what avenues of training he will use in doing so.

Types of Training to Meet Extension Needs

There are numerous ways by which extension workers may acquire the proficiency and skills needed to do a more efficient and effective job, but most authorities recognize that extension education falls into four areas, namely (1) pre-service education, (2) induction-training, (3) in-service education, and (4) graduate study. Each of these areas are examined below with the objective of establishing a clear definition of the terms, of taking a brief look at the kind of training acquired in each, and finally to see how they inter-relate into an over-all professional improvement program.

¹⁸Legans, J. Paul, Advanced Training in Extension Education, Summary of an address before the staff of the Federal Extension Service, U. S. Department of Agriculture, Washington, December 6, 1956. Federal Extension Service, Washington.

Pre-Service Education

Pre-service education is defined as that for undergraduates who may be interested in extension as a profession. Technical training in agriculture or home economics as acquired in a four-year course at a Land-Grant college leading to a Bachelor of Science degree is generally accepted today as the minimum preparation for those deserving to enter extension work. These courses, however, differ widely among the Land-Grant institutions, with variations being noted in (1) the number of credits required for a Bachelor's degree, (2) the courses required and credits given for each, and (3) the departmental organization in which the courses are given.¹⁹

As would be indicated by these variations, there are widespread differences of opinion as to the most desirable course content for prospective extension workers. Nevertheless, considerable study has been made in this area and there are now certain principles which have been generally accepted as sound guides for pre-service training. Some of these are examined below.

In 1948, after years of study, a joint committee, representing both the U.S.D.A. and the Association of Land-Grant Colleges, made these recommendations:

Formal education for extension workers should be such as to develop rigorous critical thinking and balance of action. Broad programs of study without undue specialization are best adapted to attaining these ends.²⁰

¹⁹The Subcommittee on Pre-Service Training of the Land-Grant College Committee on Pre-service and Graduate Training for Extension Workers, An Undergraduate Education Program for Extension Work, A Planning Guide, Extension Service, U.S.D.A. Washington, 1954, p. 2.

²⁰Joint Committee, op. cit., p. 42.

Going deeper into the course content of pre-service education, the joint committee suggested (1) that first emphasis be placed on technical courses in agriculture and home economics; (2) that courses in chemistry, biology, physics, economics, sociology, education, psychology and the humanities be included; (3) that the curriculum contain courses in communication; (4) that the social sciences should also be included; (5) that it would be well to provide courses in extension education; and (6) that laboratory experience in the field, under the direction of both resident teacher and extension has possibilities of becoming an important educational procedure.²¹

The Senate Committee on Pre-service and Graduate Training for Extension Workers holds fast to the idea that the undergraduate training should be broad and flexible but gives the following core of courses, showing the approximate percentage of the curriculum which they should occupy, as a general guide for curriculum development or for counseling with students interested in studying for extension work:

1. Basic work in the major fields of subject matter in agriculture and home economics. 35%
2. Basic work in the natural sciences - biological and physical - such as chemistry, botany, bacteriology, physics and mathematics. 20%
3. Basic work in the humanities such as English, literature, history, philosophy, art, music and communication. 15%
4. Basic work in social sciences such as economics, psychology, sociology, political science, education, and anthropology 10%

²¹Ibid, p. 44-45.

5. Basic work for professional preparation such as education, extension education, extension methods, and laboratory courses in county agent work, sociology and communication 10%

6. Elective 10%²²

The Extension Organization and Policy Committee's Sub-committee on the Training of Extension Personnel has also suggested an undergraduate course program. It closely parallels recommendations made by the Joint Committee and the Senate Committee.

The undergraduate course program should include:

1. Basic work in major fields of subject matter in agriculture or home economics.
2. Basic work in the natural sciences such as chemistry, botany, biology, bacteriology, and physics.
3. Basic work in social sciences such as history, economics, sociology, etc.
4. Tool subjects such as public speaking, use of radio, discussion and conference methods, parliamentary procedure, English composition, etc.
5. Training in rural education or forces affecting rural life.²³

In a recently prepared "Planning Guide," the Land-Grant Sub-Committee on Pre-service and Graduate Training for Extension Workers makes specific recommendations for undergraduate training in three subject matter areas.

²²The Senate Committee on Pre-service and Graduate Training for Extension Workers, Undergraduate Training for Prospective Extension Workers, Extension Service, U.S.D.A., Washington, 1951, p. 1.

²³Sub-Committee on the Training of Extension Personnel of the Extension Organization and Policy Committee, 1948 Report, Extension Service, U.S.D.A., Washington, D.C., p. 1.

(1) The natural sciences and technical subject matter--

The Sub-committee recommends that the colleges provide for prospective extension workers:

1. A core of courses which introduces the student to the basic natural sciences and to the major phases of agriculture or home economics.
2. Additional work beyond the core in one or two areas of subject matter, with considerable proficiency in one area.
3. Some work in agricultural policy, in farm management, in agricultural economics or marketing could well be included in the preparation for home economics agents to contribute to their perspective of the total problem of rural families. Likewise, some work in home economics such as family life, nutrition, or home management could well be included in the preparation of agricultural agents so that they would develop a greater understanding and appreciation of the problems involved in satisfying home and family living.
4. Joint classes for prospective home economics and agricultural agents wherever possible, since they are asked to work together in the county. In such cases, content of courses, illustrations, reference materials and other learning materials and experiences should draw equally on both agriculture and home economics.

(2) Social sciences--

The Sub-committee has developed a brief list of desirable outcomes to be gained through social science study. They conclude that for balanced study within the social sciences, the prospective extension worker should gain:

1. An understanding of the basic beliefs in the American way of life, the philosophy of our form of government, and of education.
2. An understanding of world history, interdependence of the different peoples of the world, and the individual's responsibility for fostering international understanding and peace.
3. An understanding of American community life, cultural mores, developmental processes in stimulating leadership.
4. An understanding of the educational processes - how people learn.

5. An understanding of the psychological and social bases of human relations - how individuals and groups behave and why they behave as they do; the developmental tasks of youth, the skills needed in working with people.

6. A knowledge of and skill with human relationships, and a belief in the educational process.

7. An understanding of the economic forces as they affect a public policy.

8. An ability to understand and analyze the essentials of an economic or social problem and to appreciate its implication in relation to the life and work of a technologist.

9. An interest and active participation in community activities as an informed and responsible citizen helping to solve the social, economic, and political problems of one's community, state, and nation.

10. An understanding of the farm and home as an operating unit; the part that the home plays in consumption economics; the place of economics in home and family life.

11. Skills in the use of advisory and interviewing techniques.

12. A knowledge of community services in health, welfare, and education and how to use them.

13. A familiarity with reliable sources of important information about rural people, economic conditions, and major forces affecting rural life and of the independence of rural and urban people.

(3) The humanities--

Many classes are made for the values to be gained through the study of the humanities. The guidebook committee believes that study in this area should help 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 bases of our ethical and moral values.

4. Some knowledge of languages, history, and the cultures of other nations.

Steps in the specific areas of communications should help to develop:

1. An understanding of the philosophy of communication.
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.
6. Ability to process information and get it ready for communication.²⁴

General courses in agriculture and home economics leading to a Bachelor of Science degree are available at all of the Land-Grant institutions. In addition, a number offer specific courses in extension education. In 1956, thirty-eight Land-Grant institutions offered courses in extension education - three in extension home economics, three in agricultural extension, and thirty-two in both agriculture and home economics extension. Twenty-two of these provide courses in field training and twenty-four arrange for the undergraduate to get field training under experienced agents.²⁵ Resource material from which this information was taken also shows that in the institutions where undergraduate courses

²⁴An Undergraduate Education Program for Extension Work, op. cit., pp. 2-10.

²⁵Extension Training Branch, Division of Extension Research and Training, Report of Programs in Extension Education for Professional Extension Workers, 1956, ERT-39 (2-57), Federal Extension Service, Washington, D.C., pp. 1-4.

in extension education are provided, the extension staff usually serve as advisers in setting up courses and selecting content material. This was true at twenty-one institutions where agricultural extension education courses were provided and at twenty where home economics extension was taught.

Induction Training

Induction training is that which is given extension personnel who have been recently employed and need orientation to their job. Its purpose, as pointed out by Duncan, is "to provide opportunity for new workers to acquire some of the knowledge, skills, and attitudes needed to obtain the standards of job performance demanded by the extension program that the worker is responsible for."²⁶

The Joint Committee stresses the importance of induction training by recommending its universal adoption.

Induction training can and must fill gaps in the academic preparation of students who are learning to be extension teachers. Therefore, a planning induction program should be universal. The fact that this training is for the immediate job ahead and is done on the job where principles and application are closely associated adds greatly to its effectiveness.²⁷

In most states, induction training covers a period of thirty to ninety days and consists of three parts: (1) One week at the state office, (2) A month in the trainer county, and (3) About two months as assistant agent in the trainer's own county.²⁸

²⁶Duncan, James A., Training Cooperative Extension Workers, The Cooperative Approach, Extension Service, University of Wisconsin, Madison, 1957, p. 24.

²⁷Joint Committee, op. cit., p. 45.

²⁸Collings, Mary L., Signposts in Agricultural Extension, op. cit., p. 2.

Legans lists six different methods being used by state extension organizations in providing induction training:

1. Training period in state office before reporting to county.
2. Special visits from supervisors and subject-matter specialists.
3. Overlapping periods of employment.
4. Apprenticeship with or help from experienced agents in trainer counties.
5. School or conferences for new agents.
6. Reading assignments and reference material for use on the job.²⁹

A survey made by the Federal Extension Office in 1956 showed that twenty-three states were using a county trainer plan for induction training. Eighteen states report that induction training is done through individual conferences only; thirty-two states have a conference for new workers, twenty-three of which are held annually.³⁰

Regardless of the specific plan of induction training used, it probably should be flexible enough to fit the needs of each trainee. This may vary considerably depending upon the kind of pre-service training received. For example, where lengthy field training is given as an undergraduate course, a much shorter field training period may be found satisfactory.

²⁹Legans, J. Paul, Suggestions for Induction Training of County Extension Workers, Extension Service Circular No. 417, U.S.D.A., Washington, p. 4.

³⁰Extension Training Branch, Division of Extension Research and Training, Our Personnel Requirements and Inservice Training Programs, ER&T-315 (11-56) Federal Extension Service, Washington, D.C.

In-Service Education

In-service education is training for experienced personnel who need orientation to new policies, methods, subject matter, research findings, or programs. It is usually limited to organized on-the-job or short-leave activities including such training as:

1. One-week summer school.
2. Three-week regional summer school.
3. Six-week regular summer school.
4. District conferences.
5. Annual conferences.
6. Special workshops.
7. Individual and group training by specialists.
8. Experiment station field days.
9. Tours and travel.
10. Program evaluation and analysis of job.
11. Observing other county programs and exchanging ideas with other agents.
12. Reading.

The Joint Committee recognizes the importance of in-service training with the following comments.

In-service training, of course, should not end with induction education. It should be a continuous process. It should be planned to meet the needs of individuals and special groups, it should give opportunities for study under supervision, and it should be intensive. It is important that extension workers have opportunities for frequent short periods of in-service training to bridge gaps in academic preparation, to serve as refresher training, and to meet changing problems and situations as they affect the job to be done.

Opportunities for such in-service training should be made available to extension personnel on official time and, if feasible, on full pay. Agents, specialists, and others should be encouraged to take advantage of them. The whole philosophy

of this plan is to have the extension teacher as well trained as possible in fundamentals during his undergraduate work, and to develop him into a well-qualified technical person by in-service training after he is employed. This may be expensive under some conditions, but it is believed to give better training than any other method.³¹

The Extension Organization and Policy Committee's Sub-committee on Training recommends that in-service education be handled in the following manner:

1. Each state should appoint a studies and training committee composed of state and county personnel. The purpose of this committee is to:
 - a. Encourage workers to take advantage of educational opportunities, and
 - b. Plan training experience.
2. Each extension region should pool plans and resources for a regional three-week summer session.
 - a. Course work should relate largely to extension philosophy, programs, organization, and methods.
 - b. One special course such as supervision, methods of teaching home economics subject matter, consumer education, or extension publications should be arranged at each school in rotation.
3. Each state develop a long-time plan to encourage attendance of twenty percent of total staff at regional school each year.
4. A long-time program for workshops, clinics, seminars, and similar methods should be worked out by directors in each region.³²

A report on in-service training programs for all of the states in 1956 shows widespread activity and interest as noted by the following figures:³³

³¹Joint Committee, op. cit., p. 45.

³²Collings, Signposts in Agricultural Extension, op. cit., p. 5.

³³Report on Programs in Extension Education for Professional Extension Workers, 1956, op. cit., pp. 9-12.

1. Number states conducting short-term (less than three week) on-campus subject matter schools.	31
2. Number of states conducting special three-week on-campus subject matter schools.	12
Total attendance, 1 & 2	426
3. Number of states holding state extension summer schools.	10
Total attendance.	923
4. Number of states having employees attend regional summer schools.	44
Total attendance.	638
5. Number of states allowing official time for short-time study leave (3-4 week sessions or less)	
a. Full-time	35
b. Part-time	12
c. None.	6
6. Number of states providing financial assistance for short-time study	
a. If no scholarship is available.	24
b. State assistance plus scholarship	7
c. None.	17

Graduate Study

Graduate study is formal training beyond the undergraduate level which is usually done in residence on the university campus for full semesters, quarters, or term sessions. As pointed out by Wilson, its purpose is to make up for the limitations of preparatory training and to keep one up-to-date professionally.³⁴

The need for graduate study in agricultural extension is recognized by the Joint Committee with the following words which are only a part of the total statement on graduate study made by the committee.

³⁴Wilson, M. C., Training Extension Workers for the Job, U.S.D.A. Extension Circular 315, Extension Service, Washington, D.C., 1939.

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Naturally any extension worker who is eager and ambitious to do his best in his job looks for means of improving himself. One of these means is through graduate study. Opportunities for such study should be shared in like measure by all extension workers.....³⁵

As will be noted, graduate study for extension workers is examined and discussed at length in material to follow. For this reason, it will not be discussed in detail at this point.

As the writer brings to conclusion the discussion of the four types of training to meet extension needs, he feels that an explanation probably should be made as to why pre-service education, induction training, and in-service education have been given such full treatment in a paper dealing with graduate study. This has been done because the writer believes that there is no one best way of providing adequate training for extension workers and that the four areas - pre-service education, induction training, in-service education, and graduate study - should all be included in and made a part of any professional improvement program, whether it be that of a state program or for an individual employee.

The Purpose of This Study

This study has been made in part for the purpose of fulfilling course requirements for a Master of Science degree. The fact that a thesis is not required, however, to obtain a Master of Science degree in Agricultural Extension at Michigan State University suggests it has another purpose. This purpose, which is primary, is to collect and interpret material that may be useful as a guide in developing a graduate training program for extension workers in Alabama. The

³⁵Joint Committee, op. cit., pp. 45-46.

procedure to be followed will be to (1) look at graduate extension programs of the various states; (2) to study criteria for graduate programs set up by various authoritative groups; (3) to examine the reaction of Alabama county agricultural and home demonstration agents to certain points relating to a graduate program as obtained through a questionnaire survey; and (4) to prepare a suggested graduate program based upon the indicated needs and desires of Alabama agents, incorporating what are believed to be the better features of different state programs or suggestions of authoritative groups.

CHAPTER II

EXTENSION GRADUATE TRAINING PROGRAMS

An Overview of Programs Now in Operation

Recent years have witnessed a great increase of interest in graduate programs for extension workers - an increase both on the part of the workers and the administration. This increased interest has probably come about because of the recognition of the need to keep up-to-date with scientific and technological advancements in agriculture and home economics; to gain new techniques in communication; to acquire and understand new concepts in social, political, and administrative fields; and to keep ahead of the advancement in the educational level of rural people.

Presently there are eleven Land-Grant institutions offering advance study leading to a Master's degree in extension education - California, Colorado, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, New York, Tennessee, and Wisconsin.¹ In addition, there are eight others which offer graduate extension courses.² During the school year 1954-55, there were 541 men and 225 women enrolled in graduate study in extension education at these institutions.³

¹Extension Training Branch, Division of Extension Research and Training, Graduate Programs in Extension Education, 1957, ER&T-88 (3-57), Federal Extension Service, Washington, D.C., p. 1.

²Some Current Developments in Professional Training, 1955 Report, Committee on Professional Training, National Association of County Agricultural Agents.

³Extension Training Branch, Division of Extension Research and Training, Programs in Extension Education for Professional Extension



In addition to the stepped-up interest which extension workers have shown in graduate study leading to a Master's degree, a new interest is also apparent in study leading to the Doctor's degree in Cooperative Extension. At the present time Cornell, Harvard, The University of Chicago, Wisconsin, and Columbia provide this graduate work opportunity.⁴

Table 1 gives a quick view of the job which the graduate schools have done to date with extension education in the United States and a picture of the big task which yet remains to be accomplished.

TABLE 1
DEGREE STATUS OF STATE AND COUNTY EXTENSION PERSONNEL
UNITED STATES⁵
1956

Type of Personnel	Percentage Having Academic Degree			
	None	Bachelor	Master	Doctor
County Agricultural Staff	2	89	9	*
County Home Economics Staff	2	91	6	*
State Agricultural Staff	1	45	38	16
State Home Economics Staff	2	42	55	1

*Less than 1%

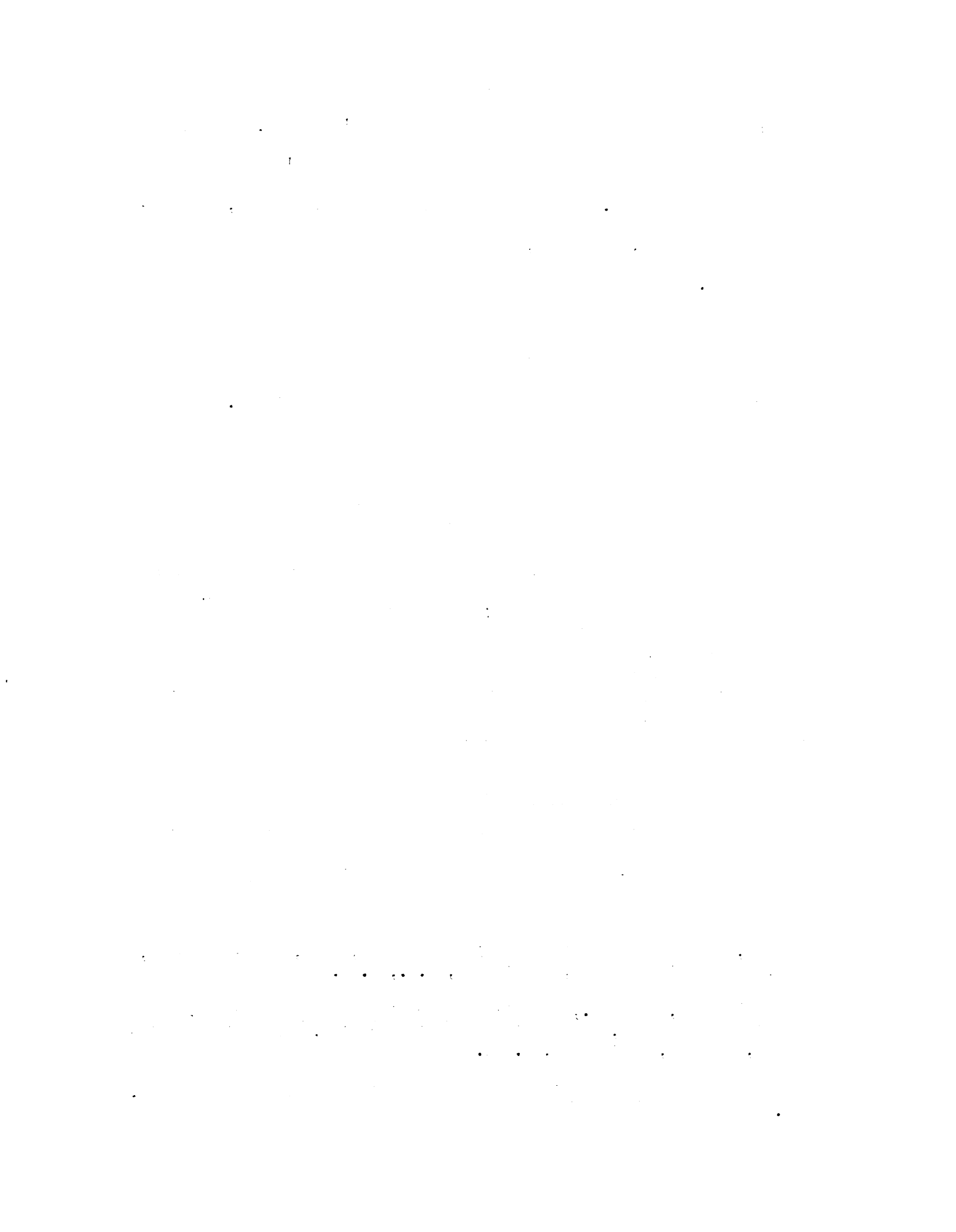
Digest of Programs State by State

A brief review of the graduate programs in extension education now offered by Land-Grant institutions is made with the objective of

Workers, College Courses in Extension Education, 1955, ER&T-83 (3-56), Federal Extension Service, Washington, D.C., p. 1.

⁴Duncan, James A., Training Cooperative Extension Workers, The Coordinated Approach, Cooperative Extension Service, University of Wisconsin, Madison, April 1957, p. 41.

⁵Our Personnel Requirements and Inservice Training Programs, op. cit.



highlighting basic provisions for comparative study and evaluation. Information shown is a composite taken from several different surveys, reports, and bulletins.⁶

California

A degree of Master of Education in Agricultural Extension, designed for agricultural agents, is offered at the University of California, Davis. No advance degree in extension education is provided for home demonstration agents. Although the degree is granted in education, the program of studies is divided between education and technical agriculture, thus combining professional and technical training.

General course requirements are:

1. Qualify for admission to the graduate division.
2. Complete two semesters in graduate residence, one semester of which must be taken after advancement to candidacy (two six-week summer sessions are considered the equivalent of one semester residence).
3. Maintain a scholarship average of B in all work undertaken in graduate standing.
4. Pass an oral comprehensive examination in education and in at least one field of specialization in agriculture.

⁶Major sources include (1) Programs in Extension Education for Professional Extension Workers, College Courses in Extension Education, 1955, ER&T-83 (3-56) Federal Extension Service, Washington, D.C.; (2) Wilson, Loyd R., Summary of Information Related to Undergraduate, Professional Improvement and Graduate Training Offered for Extension Personnel at the Land-Grant Institutions, Federal Extension, Washington, 1955; (3) Report of Programs in Extension Education for Professional Extension Workers, 1956, ER&T-39 (2-57) Federal Extension, Washington; (4) Graduate Programs in Extension Education, ER&T-88 (3-57), Federal Extension Service, Washington; (5) Graduate bulletins from various institutions; and (6) Helping People to Help Themselves, 1956 Report of Cooperative Extension Work in Agriculture and Home Economics, Federal Extension Service, Washington, D.C., January 1957.

Specific requirements include:

1. Normal undergraduate preparation in agriculture from an institution of acceptable standing. In addition, candidates must complete 9 units of preparatory course work as follows: Educational Psychology - 3 units; Extension Education in Agriculture and Home Economics - 2 units; Directed Group Study in Agricultural Education - 2 units; and Audio-Visual Education - 2 units.
2. An additional 24 units of graduate, upper-division, and professional course work are required for the degree. These 24 units must include 9 units of education selected from courses in educational psychology, adult education, tests and measurements, philosophy of education, and counseling and guidance. The 9 units in education must include at least 2 units of graduate seminar in education. The 14 units of agricultural courses may be selected from not more than two fields to suit the individual needs of the candidate.
3. Candidates must present evidence of at least one year of successful professional experience in the field of agricultural education or agricultural extension before the degree may be granted.

The program is coordinated through a coordinator and a training committee made up of three members including the coordinator.

Long-time study leave provisions in California include:

1. Eligibility contingent upon a minimum of six years of tenure.
2. Leave privilege extended to both state and county personnel.
3. Leave allowed up to one year.
4. Full pay allowed for study up to six months; $\frac{2}{3}$ pay for full year.

Other incentives provided by the administration to get the personnel to do graduate work include leave of absence with pay to attend summer sessions up to a six-weeks period.

What is the effectiveness of the California program measured in terms of the present degree status of the staff and of the personnel on leave for graduate study: This is shown in Table 2.

TABLE 2
DEGREE STATUS OF STATE AND COUNTY EXTENSION PERSONNEL
CALIFORNIA, 1956

Type of Personnel	Number Having Advanced Degree		Number on Study Leave
	M.S.	Doctor	
County Agricultural Staff	51	0	4
County Home Demonstration Staff	24	0	2
State Agricultural Staff	22	16	1
State Home Demonstration Staff	10	1	1

Responding to the question, "Granted that change is always necessary to meet new situations, what are the ways that you would suggest to improve the graduate programs in extension education at your college or university?" asked by the Federal Extension Office, the following reply was given: "This is a newly established program and we do not have much of a basis as yet for evaluation."⁷

Colorado

A Master's degree in extension education is offered at the Colorado State University, Fort Collins. The graduate program was established to provide an opportunity to extension workers for professional improvement

⁷Graduate Programs in Extension Education, 1957, ER&T-88 (3-57) Extension Training Branch, Division of Extension Research and Training, Federal Extension Service, Washington, D.C., p. 9.

at the graduate level and came about largely as a result of requests from agents who had attended the Western Regional Summer School. The degree is in Education with a major in Extension Education and is designed for both men and women extension personnel. Forty-five quarter credits are required for a degree.

The program is set up as an independent department within the framework of the cooperative extension service which is responsible for working out the curriculum, counseling with students, and supervising the program as a whole.

General requirements for admission are:

1. Meet requirements of the graduate school.
2. Have an undergraduate senior average of B (3.0) or better; 2.5 average-provisional.
3. Hold a Bachelor degree in Agriculture or Home Economics.
4. Three years successful experience in extension work.

Specific requirements include:

1. Each student's program of study must include a total of 9 quarter credits made up of 2 credits in Ex 170, Principles and Techniques in Extension Education; 2 credits in Ex 294, Psychology for Extension Workers; 2 credits in Ex 295, Rural Sociology, and 3 credits in Ex 225, Methods of Research in Education.
2. Beyond the core of required courses, the students are permitted to pick the remaining 36 credits from the fields of economics, sociology, psychology, education, vocational education, English and from all departments of the schools of agriculture and home economics to suit their own particular needs of specialization.

The Colorado cooperative extension service has long-time study provisions as follows:

1. Requires a minimum tenure of six years for Sabbatical leave.
2. Extends leave to both the state and county staff.
3. Limits leave to one year.
4. Allows one-half salary during leave period.

If other tangible incentives are provided by the extension service to encourage graduate study, they were not acknowledged in response to a recent survey on this point conducted by the Federal Extension Service.

The current degree status of the staff and the number on leave for graduate study during 1956 is shown in Table 3.

TABLE 3
DEGREE STATUS OF STATE AND COUNTY EXTENSION PERSONNEL
COLORADO, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
County Agricultural Staff	0	0	0
County Home Dem. Staff	6	0	1
State Agricultural Staff	13	1	0
State Home Dem. Staff	4	0	0

Administrators have suggested that the Colorado program might be improved by "increased offerings during the academic year."⁸

Kansas

The Kansas State College, Manhattan, Kansas, offers a Master of Science in Extension Education. The degree is designed for both men and

⁸Graduate Programs in Extension Education, op. cit., p. 9.

women extension personnel. The program was set up because of the conviction that a significant number of extension workers had a primary need for additional training, not in the field of their undergraduate subject matter, but rather in fields more directly related to the knowledge and skills involved in working with people. It is administered by the Department of Education. Responsibility for its operation is vested in a committee made up of staff members of the Extension Division.

General requirements for admission include complying with all graduate school regulations relating to credit, extension credit, major and minor requirements, grades, thesis, and reports. A limited number of hours, as permitted by normal graduate school regulations, may be composed of extension credit obtained through off-campus graduate study centers. It is desirable for the student to have had two years of experience in extension work but this is not mandatory.

No minimum core of courses has been specified. Generally speaking, student course programs are drawn from the following fields: Education, speech (e.g. group process, discussion leadership); psychology (e.g. theory of learning, social psychology); communication (e.g. radio and television); agricultural economics, and sociology (e.g. family life, community organization).

A minimum of thirty-two semester credit hours are required; thirty under thesis plan.

Long-time study provisions in Kansas provide:

1. Seven years of tenure for eligibility for Sabbatical leave.
2. Leave limited to state staff only.
3. Leave allowed up to one year.
4. Fifty percent pay during leave.

The number on leave for graduate study during 1956 and the current degree status of the staff is shown in Table 4.

TABLE 4

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, KANSAS, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	5	0	0
Co. Home Dem. Staff	2	0	0
State Agricultural Staff	26	1	2
State Home Dem. Staff	16	0	1

Administrators of the Kansas Extension Graduate Program have suggested that the following changes would strengthen their program.

Place responsibility for development and promotion in the Department of Education, Extension Division acting in consultative capacity, strengthening the subject matter base for the program, providing tangible incentives for all extension workers to take graduate work.⁹

Kentucky

Kentucky offers a Master's degree both in agriculture and home economics, with a major in extension within the school of agriculture at the University of Kentucky, Lexington.

The program was set up to make it possible for Kentucky extension workers to get a basic foundation in communications that they might do a more proficient job in extension teaching.

While the degree is set up within the school of agriculture, organizational structure for the program is contained in the cooperative

⁹Graduate Programs in Extension Education, op. cit., p. 9.

extension service. No training committee is provided. Coordination is accomplished through a training officer.

Rules governing graduate programs in extension are in accord with those of the university, but specifically the following regulations apply:

1. Prerequisite for graduate study in Agriculture and Home Economics Extension includes a Bachelor's Degree in Agriculture, Home Economics or equivalent.
2. The courses selected add up to a purposeful plan of graduate caliber.
3. The student should be qualified by training or experience to enter the more advanced courses.
4. Each student program of study must be approved by the Director of Graduate Study and the Dean of the Graduate School.
5. Twenty-four semester hours, including at least nine hours in the "200" series and an average of B, thirty-six weeks of residence and a thesis. Under special conditions, permission may be given students to substitute twelve semester hours of graduate study instead of a thesis.
6. A maximum of six transfer credits may be accepted.
7. A maximum of six credits and nine weeks of residence may be satisfied with approved off-campus courses.
8. No minor is required, even though the student will be urged to qualify for at least one minor in some phase of Agriculture or Home Economics.

The Kentucky Extension Service has the following regulations relative to graduate study leave:

1. Leave is provided for both state and county workers.
2. Four to Six years of tenure is required.
3. The length of leave period is limited to one semester.
4. Fifty percent pay is allowed during leave. In addition, three fellowships are provided to agents for study at the University of Kentucky.

Other tangible incentives used by Kentucky to induce employees to take graduate work are five \$1,000 fellowships for the school year and three \$200 fellowships for summer school.

The number on leave for graduate study during 1956 and the current degree status of the employees is shown in Table 5.

TABLE 5
DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, KENTUCKY, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	12	0	1
Co. Home Dem. Staff	4	0	0
State Agricultural Staff	18	3	3
State Home Dem. Staff	2	0	1

The following comments are made by administrators of the Kentucky program as to how it might be improved or strengthened.

Our graduate program in extension is new. The one major change I would suggest at the moment for improvement is to employ an individual to supplement the present Personnel and Training Officer in order that more time may be devoted to the recruiting and selection of new employees and at the same time more time to be devoted to graduate students and their endeavors at writing theses and a public relations program

being promoted with people who are doing instructing in the graduate courses.¹⁰

Louisiana

Louisiana provides a Master's degree in Agricultural Extension Education at Louisiana State University, Baton Rouge. The degree is offered through the school of vocational agriculture in collaboration with the extension service. It is designed for both agricultural and home demonstration workers.

Coordination of the program is conducted through an extension coordinating officer and a five-man training committee. Graduate extension education operates as a part of the graduate school and meets all requirements set up by it.

The minimum requirement in courses does not require a concentration within a single major department. These courses can be distributed within a field such as general agriculture. Thirty-six hours of graduate work without thesis, or twenty-four hours plus a thesis is required for a degree. Extension courses offered are: The Agricultural Extension Service - three hours; 4-H and Older Youth Programs - two hours; The Extension Specialist - three hours; and Program Development in Cooperative Extension Work - three hours.

During 1957, four extension courses in extension education for graduate and resident credit were taught at outlying experiment stations.

Provisions relating to long-time study leave are noted as follows:

1. A minimum of four years tenure is required.
2. Leave is provided for both state and county personnel.

¹⁰Graduate Programs in Extension Education, op. cit., p. 9.

3. Leave is permitted up to one year.
4. One-fourth salary is allowed for leave up to four years tenure; one-half up to six years.

If other tangible incentives are provided Louisiana extension workers to encourage them to do graduate work, mention of such incentives are not acknowledged by administrators of the graduate program.

Here is a look at the degree status of the Louisiana Extension Staff in 1956; also a picture of personnel on leave for graduate study.

TABLE 6

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, LOUISIANA, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	32	0	1
Co. Home Dem. Staff	7	0	4
State Agricultural Staff	33	2	0
State Home Dem. Staff	13	0	1

The Graduate Dean has suggested that the Louisiana advanced degree program might best be improved by guarding against graduate students taking general agriculture at the Bachelor of Science level. The Training Officer has suggested that the program might be improved by offering short courses for graduate credit.

Michigan

The Michigan program provides a Master of Science in Agricultural Extension at Michigan State University, East Lansing. The degree is designed for both men and women workers.

The program was initiated in 1952 following requests from county agricultural agents and was set up to provide a degree in Agricultural

Extension because leaders believed that the training required for extension workers is different from that provided in any other curricula at Michigan State University. It is unique in that it makes provisions whereby agents may obtain up to two-thirds of their required course work at off-campus centers at different points throughout the state.

The organizational structure is located within the school of agriculture and functions through an office or division jointly responsible to the dean of agriculture and to the director of extension. Except for core courses, instruction is interdepartmental. The training officer is coordinator of the program. A five-man training committee serves in an advisory capacity. The program is not administered through or as a part of the graduate school but in close cooperation with it.

Each program of study is developed individually by the student and his major professor. The student does not select a major and a minor field of study, but he is expected to select courses in three broad areas of knowledge:

1. Technical subject matter in agriculture and/or home economics including supporting work in the physical and biological sciences.
2. Social sciences, including course work in such fields as agricultural economics, land use, sociology, psychology, and political science.
3. Extension teaching methods including courses in agricultural extension work, education, journalism, speech, and audio-visual aids.

Other requirements cover the following points:

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1. That the student be qualified by training or experience to enter advanced courses.
2. That each student's program of study shall be approved by the student's faculty adviser.
3. That the courses selected add up to a purposeful plan of graduate study.
4. That a minimum of sixteen credits be earned in graduate courses of the "500" series.
5. Satisfactory completion of a minimum of forty-five quarter-hour credits with a minimum B average.

The Michigan Cooperative Extension Service provides long-time study leave for both state and county personnel. Six years tenure is required for the Sabbatic leave privilege. Full pay is provided for leave up to six months; one-half salary for a full-year leave.

Other incentives provided include three-week leave with full pay for regional summer schools or the regular six-week summer school. Probably most effective of all incentives is the program feature which provides courses at seven locations throughout the state where agents can earn up to two-thirds of the degree requirements while still on the job. No dollar incentives are offered after graduation except as the training may relate to an increase in quality of work performed.

The current degree status of the staff and the number on leave for graduate study during 1956 is shown in Table 7.

Asked recently by the Federal Extension Service to suggest changes which they felt would strengthen their current program, administrators replied with the following comments:

TABLE 7

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, MICHIGAN, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study
	M.S.	Doctor	Leave
Co. Agricultural Staff	24	0	3
Co. Home Dem. Staff	7	0	1
State Agricultural Staff	30	26	3
State Home Dem. Staff	18	0	2

Suggest one full-time coordinator and major professor with several part-time staff members in core areas associated with a center for graduate study in extension education. A center, or institute, for extension study and research is contemplated which would more closely integrate the course offerings for extension workers in various key departments of the institution. It would also promote and facilitate the development of more inter-disciplinary seminars contributing to specific training needs of extension workers. Such an institute, if properly financed, would also be able to more effectively integrate student training with on-going extension research.¹¹

Mississippi

A Master of Science degree in Agricultural Extension is offered at Mississippi State College, State College. It was established to provide professional improvement to Mississippi agents and is designed for both men and women.

The program is set up as a department in the school of agriculture and is staffed with a training and studies officer who is classed as an extension employee. The degree is administered through the graduate school which handles all graduate studies.

¹¹Graduate Programs in Extension Education, op. cit., p. 9.

There is no core of courses required. The pattern suggested is (1) one-third of courses in agricultural extension, (2) one-third in social sciences, and (3) one-third in technical agriculture or home economics sciences. A student's graduate program is developed by a counseling committee, of which the training officer is chairman, and is based on the student's previous training and current work.

Admission to the program is not conditioned on past academic or scholastic standards. A one-year record of successful experience in extension, however, is required.

Leave is granted up to six weeks for graduate study to both the state and county staff. One year of tenure is basic to eligibility. Fifty percent salary is paid during leave time granted. There is no assurance of salary increase or other rewards for graduate work.

The current degree status of the staff is shown in Table 8.

TABLE 8

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, MISSISSIPPI, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	23	0	0
Co. Home Dem. Staff	6	0	0
State Agricultural Staff	24	1	1
State Home Dem. Staff	7	0	1

The training officer has suggested that the Mississippi graduate program might be improved with provisions for an automatic salary increase on completion of graduate work along with greater emphasis by administrators and supervisors on professional improvement.

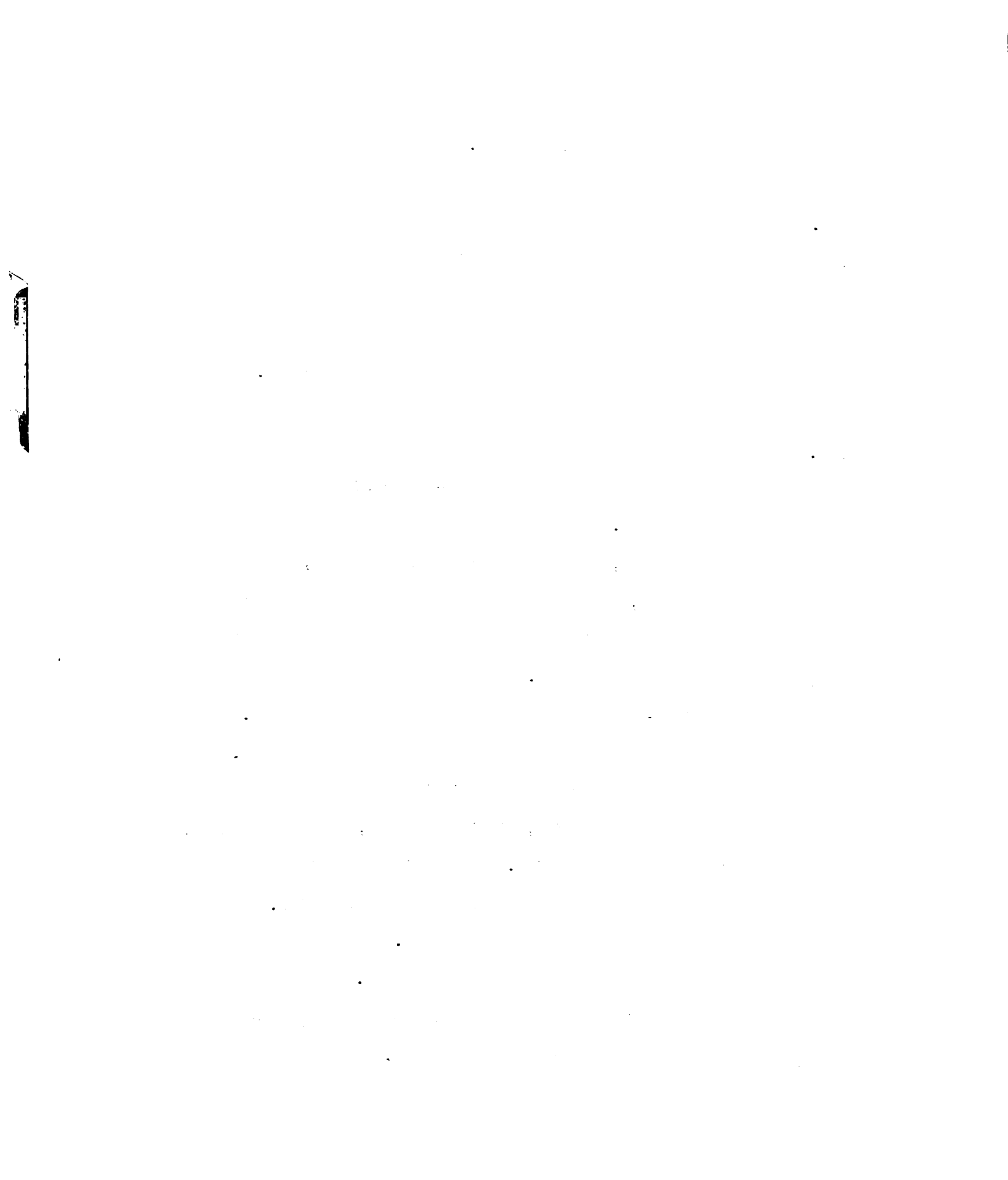
Missouri

Missouri offers a Master of Science degree in Agricultural Extension at the University of Missouri, Columbia. The courses leading to the degree are designed for both agricultural and home demonstration workers. The program was established with the following objectives in mind: (1) To give better training for extension personnel and to give added prestige to the profession with the objective of attracting higher calibre workers; and (2) To design a curriculum based on the needs of the extension workers so as to encourage more professional workers.

The program is centered within the structure of the extension service. One member of the state extension staff serves as adviser to the graduate students and is chairman of a five-man committee that approves each graduate program. A coordinating committee composed of the dean of the graduate faculty, dean of the school of education, dean of the college of agriculture, chairman of the rural sociology department and three members of the extension staff developed the original outline of courses and revise it as necessary.

A total of thirty-two hours must be completed for the degree. Not less than sixteen hours must be in courses numbered 400 or above. No specific core of courses are required but it is suggested that six hours be taken in extension education, six in economics, six in sociology, and three hours in speech or journalism. The remaining credits are selected from technical courses in agriculture or home economics. A maximum of eight hours may be earned off the campus. The courses for a degree must be completed within a period of eight years.

The Missouri Extension Service provides long-time study leave opportunities to both state and county staff members. Leave up to one



year is granted after six years tenure. Fifty percent salary is provided during study leave up to one year. Other incentives offered to encourage graduate study include forty scholarships of fifty dollars each for summer school attendance.

The degree status of staff in 1956 is shown in Table 9.

TABLE 9
DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, MISSOURI, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	41	1	-
Co. Home Dem. Staff	7	0	-
State Agricultural Staff	-	-	-
State Home Dem. Staff	-	-	-

Administrators of the graduate program have suggested that it might be improved by (1) developing a closer working relationship with resident teaching faculty both in agriculture and in other divisions, (2) making faculty members better aware of professional improvement needs of extension agents and in some cases adjust to meet these needs, and (3) by offering special courses for extension agents away from the college campus at regular intervals. (In a personal letter received May 8, 1957 from State Extension Agent, Schell H. Bodenhamer, the author was advised that plans had been completed whereby agents could arrange for courses to be taken at off-campus points. Such arrangements require twenty or more agents for course enrollment.)

New York

Cornell University, Ithaca, provides a program of study leading to both the Master and Doctoral degree in Extension Education. It was

set up in 1943 in recognition of the fact that extension education had grown ripe for advanced study and that professional extension workers could profit from advance study in their field like other professional groups.

The program is organized within the School of Education as a division of the Department of Rural Education, paralleling other divisions such as secondary education, agricultural education and home economics education. It is part of the Graduate School and comes under such regulations as are established by the graduate faculty. There is no interdepartmental coordinating committee.

General requirements for acceptance in the program are:

1. Actual experience in extension or related work.
2. Leadership ability as evidenced by position held, promotions, and recommendations of state leaders, directors or others.
3. Academic ability as evidenced by undergraduate degree with B average or better.
4. Sound personal reasons for undertaking graduate study in extension education.

Wide flexibility is used in formulation of study programs. A minimum core of courses, however, are required of each student as follows: Seminar in extension education, program building in extension education, teaching in extension education, comparative extension education, advanced seminar in extension education, principles and philosophy of adult education, informal study in education, and special study. All students majoring in extension education must carry at least one minor in another field that is closely related to their interests and special needs. This may be in the field of technical agriculture or

home economics or in some related field such as rural sociology, agricultural economics, educational psychology, or public administration.

Long-time study regulations are extended to both the state and county personnel. Up to one year's leave is granted after a six year tenure period. Full salary is paid up to six months; one-half pay for a full year. Except for fellowships and scholarships, there are no additional substantial incentives for those who cannot take advantage of their Sabbatic leave opportunity. Up to the present time, more than ninety percent of the students who have attended have been awarded financial assistance that has averaged close to \$3,000 per person.

Table 10 shows the degree status of the state and county staffs.

TABLE 10

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, NEW YORK, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	12	1	3
Co. Home Dem. Staff	14	1	0
State Agricultural Staff	25	108	0
State Home Dem. Staff	18	1	1

Providing greater incentives to professional improvement has been suggested by administrators as a means of improving the New York program.

Tennessee

Tennessee's program provides a graduate degree in home economics extension only. A degree in agricultural extension education is not available, however, graduate students may get a minor in agricultural extension.

The agricultural home economics extension graduate program is set up within the school of Home Economics at the University of Tennessee, Knoxville. Forty-five quarter credits are required for the degree. In addition to the thesis, which carries nine credits, nine quarter credits are required in extension courses of the "500" series. Nine credits in "500" courses are also required for each minor field selected. Extension courses offered are: Master's thesis in extension; special problems; history, objectives, and philosophy of cooperative extension; development of programs in extension; and evaluation in programs in cooperative extension.

Agricultural agents obtaining a minor in agricultural extension also avail themselves of the above graduate courses in extension.

An extension methods specialist has been assigned the supervisory and promotional responsibilities for the program. He is also a member of the faculty of resident instruction as professor of agricultural extension methods. The extension courses are non-departmental and the professor of agricultural extension methods serves as co-adviser with the head of the department in which the student is majoring. He works with the graduate committee, the curriculum committee, the Vice-Dean of Resident Instruction, and the Dean of the Graduate School in developing the courses and program.

Tennessee's Sabbatic policy grants leave for study up to one year after seven years of tenure. Study leave is extended to both the state and county personnel. Salary covers one-half state and federal pay during leave.

Advance degrees held by the staff in 1956 are shown in Table 11.

7

TABLE 11

DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, TENNESSEE, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	12	0	4
Co. Home Dem. Staff	4	0	4
State Agricultural Staff	21	8	1
State Home Dem. Staff	6	0	0

Officials in charge of the Tennessee graduate program have suggested that it might be improved or strengthened by: (1) More research to provide guidance in training program; (2) Graduate centers at which agents may take some of their graduate work while still on the job; and (3) By increasing the number of courses offered.

Wisconsin

Programs leading to Master of Science and Doctor degrees in agricultural and home economics extension and in extension administration are provided at the University of Wisconsin, Madison. The Department of Agricultural and Extension Education and the National Agricultural Extension Center for Advanced Study of the College of Agriculture are the operating agencies. The program is organized within the framework of the graduate school.

Requirement for admission include a Bachelor of Science degree in agriculture equivalent to the University of Wisconsin degree.

The Master of Science degree courses in both agriculture and home economics extension do not require a core of courses but it is suggested that nine to twelve credits be taken from extension education. The program for each student is worked out by a faculty committee appointed by the dean of the graduate school.

A total of twenty-four semester hours are required for the Master of Science degree. These are earned during a normal two-semester program with eighteen credits plus a thesis or twenty-four credits plus a research paper. A two semester residence is also required. It is possible, however, under certain conditions with departmental approval, to earn one semester of residence through summer schools and extension division courses. Three regional summer schools of three weeks each or an eight-week summer school may equal one-half semester of study.

The Wisconsin Extension Service does not provide Sabbatic leave for graduate work.

Table 12 shows the degree status of the staff in 1956.

TABLE 12
DEGREE STATUS OF STATE AND COUNTY
EXTENSION PERSONNEL, WISCONSIN, 1956

Type of Personnel	No. Having Advanced Degree		No. on Study Leave
	M.S.	Doctor	
Co. Agricultural Staff	11	0	3
Co. Home Dem. Staff	4	0	1
State Agricultural Staff	36	10	2
State Home Dem. Staff	17	0	0

Wisconsin officials feel that their program is too young for them to have a sound basis for suggesting changes in it at the present time.

Summary of State Programs

Dean Harold Howe, Dean of the Graduate School, Kansas State College and a member of the Land-Grant College Committee on Pre-service and Graduate Training, has done a good job in summarizing major features of the graduate programs of the eleven Land-Grant institutions offering degrees in extension education. The summary is based upon a survey which he made in 1955. It is as follows:

1. The institutions offering such programs conceive of extension education as an entity but part of the larger field of adult education; its distinguishing characteristics are determined by its clientele and its methods.

2. The purpose of setting up such programs is to correct extreme specialization and emphasis on technical fields.

3. The majority of the institutions offering special programs have no extension education department.

4. They generally use a coordinating committee to serve in an advisory and promotional capacity for the graduate program in extension education.

5. There is no uniformity in the core of courses.

6. The fields from which the courses are generally drawn are communications, sociology, psychology and economics.

7. Requirements for admission to the program on a "B" or an entrance on probation.

8. Leave privileges, attitudes of supervisors and scholarships are used as incentives to draw extension personnel into graduate study.¹²

Table 13 summarizes the programs of the various states in terms of the effect which they have had upon the degree status of staff personnel. It also shows the percent workers on study leave during 1956.

In studying the table, it should be kept in mind that the programs for some states are much newer than for others and have not had time to show expected results; that some of the programs operate on a much larger magnitude than others; and that such factors as incentives, and emphasis outside the graduate program itself can have much to do with results. The figures are interesting nevertheless and may cause the reader to want to go back and take a second look at descriptive features of certain of the state programs.

¹²A Report of The Senate Committee on Preservice and Graduate Training for Extension Workers, ER&T-26 (2-56) Federal Extension Service, Washington, D.C., pp. 2-3.

TABLE 13

DEGREE STATUS OF EXTENSION PERSONNEL IN THE UNITED STATES
AND STATES HAVING GRADUATE STUDY PROGRAMS IN EXTENSION
EDUCATION: ALSO PERCENTAGE ON STUDY LEAVE

1956

State	County Agricultural Staff			County Home Dem. Staff			State Agricultural Staff			State Home Dem. Staff		
	M.S.	PhD	Study Leave	M.S.	PhD	Study Leave	M.S.	PhD	Study Leave	M.S.	PhD	Study Leave
	%	%	%	%	%	%	%	%	%	%	%	%
U.S.	9.0	*	--	6.0	*	--	38.0	16.0	--	55.0	1.0	--
Calif.	18.0	0	1.4	27.9	0	2.3	28.2	20.5	1.3	12.5	1.2	1.2
Col.	0.0	0	0	16.2	0	2.7	46.4	3.0	0	80.0	0	0
Kan.	2.9	0	0	1.8	0	0	39.3	1.5	3.0	60.0	0	3.7
Ken.	5.6	0	*	3.3	0	0	24.3	4.0	4.0	11.8	0	6.0
La.	18.2	0	*	5.1	0	2.9	62.2	3.7	0	68.4	0	5.2
Mich.	18.3	0	6.2	11.0	0	1.5	39.7	33.3	3.9	90.0	0	10.0
Miss.	8.6	0	0	3.0	0	0	39.3	1.6	1.6	31.8	0	4.5
Mo.	11.9	*	--	6.0	0	--	--	--	--	--	--	--
N.Y.	7.7	*	1.9	13.8	*	0	16.5	71.5	0	38.3	2.1	2.1
Tenn.	5.7	0	1.9	2.8	0	2.8	34.3	12.7	1.5	40.0	0	0
Wis.	8.6	0	2.4	5.0	0	1.2	53.0	14.6	2.9	94.4	0	0

*Less than 1%

CHAPTER III

CRITERIA FOR GRADUATE PROGRAMS

In developing a graduate program for extension workers, the ideal procedure to follow might be simply that of picking out the best program in operation and then copy its provisions. An examination of the programs reveal, however, that there is no best one. Some have certain features which are best, best at least under prevailing conditions or for the individuals and groups which they serve, but it is highly unlikely that any institution has been fortunate enough to build a program excelling in all areas.

On the other hand, it is recognized that various groups and leaders have devoted much time over a period of several years to studying and planning graduate programs for extension workers. During this time and study they have developed experience and proficiencies which have enabled them to point out definite features which are desirable. These are commonly referred to as criteria. In the following paragraphs, some of these criteria will be examined.

Joint Committee Recommendations

In its 1948 report, the Joint Committee made the following recommendations which contain specific criteria for developing a graduate extension program:

Naturally any extension worker who is eager and ambitious to do his best in his job looks for means of improving himself. One of these means is through graduate study opportunities for such study should be shared in like measure by all extension

workers. Likewise, leave for graduate study should be available to extension workers on a basis equivalent to that allowed the college university teaching staff in the respective states.

In recent years, many graduate schools have attempted to arrange programs adapted to the needs of extension workers. Short-term courses of three to eight weeks have been provided. However, evidence points to the conclusion that graduate work for relatively short periods is not proportionally as beneficial as the more extended periods of study. Efforts should be made to provide leave to extension workers for graduate study on a quarter basis.

There is a growing tendency for graduate schools to put a definite time limitation on work for advance degrees. This could be detrimental to the best interests of extension workers. There should be at least one Land-Grant college in each region with graduate regulations flexible enough to enable extension workers to get advanced degrees through useful study programs regardless of the length of time required. This opportunity would lend more encouragement to them to pursue advanced study. As with undergraduate students, it is even more necessary and desirable to have at least one staff member who is competent to advise extension workers as to their graduate study programs.

It is important that the college administration and the general public recognize that extension workers are members of the Land-Grant college they represent. This is particularly important in relation to county extension workers who are located away from the college and are able to participate in campus activities at infrequent intervals. As members of the college staff, extension workers should have the same rights and privileges as persons of comparable education and experience on the resident teaching staff. Giving specific evidence of college status does much to improve the morale of extension workers and to encourage them to strive for higher professional status.

* * * * *

Of much greater importance than rank is a regular system of promotion which sets up standards for evaluating the accomplishments of a worker with promotion in line with achievement. Such a system furnishes a definite incentive to the worker. An equitable system of promotions, furthermore, will attract new people to the extension service. Several states have developed such rating devices with associated salary promotions that are accomplishing the desired results.

Promotion from county to state staff is another means of providing incentive and improving morale. Such a policy,

coupled with a plan for advanced study, encourages agents to take advanced training to prepare themselves for more effective service.¹

Preservice and Graduate Training Committee Criteria

In its 1957 report, the Senate Committee on Preservice and Graduate Training for Extension Workers sets forth the following standards 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 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.

To attain the objectives enumerated above, it is proposed that a student's program in extension leading to a Master's degree consist of an area of concentration (approximately two-thirds of program) in a combination of agricultural or home economics extension study. Communications and social science and approximately one-third of the program in technical subject matter. The thesis or less formal report (if original research

¹Joint Committee Report on Extension Programs, Policies and Goals, Washington, D.C., U.S. Government Printing Office, 1948, pp. 45-46.



is not required) would be in the area of concentration and specifically in agricultural or home economics extension study.

"Agricultural and home economics extension study" include course work in adult education and in extension philosophy, principles, methods, organization, and evaluation. "Communication" includes study of the written and spoken word, and the media of press, radio and television. It is suggested the group of courses might include a course in principles of adult education and a comprehensive course designed to examine all media of communications. The course in "Principles of Adult Education" is recommended in order that the student may benefit from the studies and experience of the older, broader field. This course would aid in an understanding of the principles of human growth (physical and psychological) development needs of adults, and how adults can be helped to learn. "Social Science" includes supporting course work in economics, sociology, and psychology.

"Technical subject matter" includes courses in any one of the departments in college and schools of agriculture and home economics, and to meet the needs in individual cases, in other departments of the institution. Justification of the inclusion of "technical subject matter" is based on the fact that every extension worker has some special tie of which he is fond. He should have the privilege of receiving additional training in this specialty while working toward his Master's degree. For him, the courses in the specialty add attractiveness to the Master's program. Furthermore, it gives assurance of a better balanced graduate program.²

National Association, County Agricultural Agents

The 1953 Report of the Committee on Professional Improvement of the National Association, County Agricultural Agents, contains a number of points relating to the need for and the kind of graduate program which county agents want. Pertinent parts of the report are quoted below:

Professional improvement of county agents throughout the United States is becoming more important each year. The state county agents associations, the land-grant colleges, farm organizations, and private businesses realize the value of a skill,

²Graduate Programs in Extension Education, 1957, ER&T-80 (3-57) Federal Extension Service, Washington, D.C., p. 11.

trained person working in the capacity of a county extension worker, and are each cooperating to increase and improve the training of the county extension worker.

Professional improvement is a slow process, but like democracy, it should have the thinking and working of all concerned, from the one county agent out on the plains, or down in the hills, or the metropolitan agent, along with administrators and land-grant colleges, etc.

In most states where the county agent is a member of the faculty and has the same privileges of a faculty member, the status of the professional improvement program for the county agents is moving along good. In states where the county agent has not been recognized on the same status as a faculty member and the local state administration does not recognize the importance of professional improvement for the county agent, the status of professional improvement in that state isn't as good.

The National Committee feels the time has come for the county agent to be given full recognition by his own administration and land-grant college. He is recognized as such by the people he works with, by newspapers, magazines, radio, industry, farm organizations and many others.

The road toward professional improvement for the county agent cannot be the same road as that of a resident instructor or professor. The land-grant colleges should realize that a county agent with a family, living remote from the college campus, cannot avail himself of the same resident instruction that the resident faculty member can.

More consideration should be given to ways and means for some type of professional improvement for the county agent, other than actual resident instruction on the campus of a land-grant college. Some ways would be a special study project within the county agent's own county; travel, that is visiting other institutions, industries, county agents, etc.; studying new ways and ideas; recognition of outstanding accomplishments within the county and many other ways. Such suggested procedures should be so recognized that professional advancement will follow automatically. Specifically, we are thinking of advanced degrees, increases in pay, higher faculty rating and related matters.

1953 Report of the Committee on Professional Improvement of the National Association County Agricultural Agents.



CHAPTER IV

SHAPING A PROGRAM FOR ALABAMA

A Questionnaire to Alabama Agents

As previously stated, the primary purpose of this study is to collect, review, and interpret material which may be used as a guide in shaping the basic framework for a graduate training program for extension workers in Alabama. The general procedure outlined for doing this calls for (1) a look at established programs in the various states; (2) a study of recognized criteria for graduate programs; (3) an examination of the expressions of Alabama extension agents as to certain points relative to graduate study; and (4) finally the shaping of a proposed program based upon information gained in steps one, two and three.

With steps one and two completed, the next procedure calls for an examination of the expressions of county extension workers in Alabama. Do Alabama agents want a graduate program in extension education? If so, what kind of a program do they want? These and other related questions were contained in a questionnaire which was prepared by the author and directed to all white Alabama county extension agents, both men and women. A copy of it, as mailed to the agents, can be found in the appendix. The results of the survey may be more meaningful to the reader if he understands what the questionnaire contained and how it was conducted.

The questionnaire contained a total of fifteen questions which were divided into four parts. Questions in part one sought to ascertain whether or not the agents were interested in graduate study and when they would like to start training. The author felt that these were basic questions and that a program should not be planned if a major portion of the agents were not interested.

Part two dealt with the kind of program agents wanted. Did they want a program which would permit generalized courses or one which would provide specialized training? What courses did they consider most important? Would off-campus training centers help overcome their handicap of being a long distance from the college campus? These were some of the questions asked in part two.

Part three covered requirements and restrictions which could be written into the program. Should there be an experience requirement as a prerequisite to admission to the Program? If so, what should the minimum be? Should courses be restricted to agents taking them for graduate credit?

Part four was concerned with incentives for graduate training and with questions of a general nature. It also provided agents an opportunity to make individual recommendations and to cover points not otherwise mentioned in the questionnaire.

A more complex and lengthier questionnaire than the one used doubtless would have been more impressive, but the author tried to hold the questions to a bare minimum, including only those considered necessary in obtaining "bench-mark" points of information.

Collecting and Processing the Data

It was the original plan of the author to mail the questionnaire from East Lansing, Michigan, direct to each agent and have replies returned to the same address. These plans were changed upon offer of help from the Associate Director of the Alabama Extension Service who proposed that the state office could assist by mailing out the questionnaire and in tabulating the individual replies. This offer was quickly accepted as a means of simplifying and expediting the survey task. It was also felt that this procedure would give a much higher return of replies. In considering acceptance of the offer, however, the author was not unaware of the possibility that channeling the questionnaire through the state office could influence some of the replies and thus reduce reliability of the survey. This possibility, however, was considered insignificant by the author.

The questionnaire was mailed by the Associate Director, under date of May 13, 1957, with a letter of transmittal requesting that it be completed and returned to the state office not later than June 15, 1957.

A report on the number of questionnaires mailed out and the number of replies received is shown in Table 14.

The fact that the questionnaire was mailed out from the state extension office explains in part why such a high percentage of the agents responded, but the author feels that an equally motivating factor was the deep and genuine interest which the agents have in obtaining a graduate program. Both county and home agent groups have made numerous manifestations of such interest during the past few years. The county

TABLE 14

Number of Questionnaires Mailed to Agents
and Replies Received

Agent Group	Questionnaires Mailed Out	Replies Received	Percent Return
County Agents	67	67	100
Assistant Agents			
Regular	34	33	97
4-H	66	66	100
F.H.D.	30	30	100
Home Dem. Agents	67	67	100
Assistant Home Dem. Agents			
Regular	43	40	93
F.H.D.	<u>12</u>	<u>12</u>	<u>100</u>
Total	319	315	98.5

agents, for example, have made formal requests for a graduate training program over a period of the past three or four years.

Mention of the fact has been made that the information from the individual questionnaires was tabulated by the personnel in the Alabama state extension office but, outside of this basic tabulation, all other processing of the data was done by the author.

Other Guidepost Used

The statement that Alabama extension agents have been keenly interested in a graduate extension program for the past several years is not an imaginary pronouncement on the part of the author. This is attested by a review of the 1956 report of the Alabama Association County Agricultural Agent's Professional Training Committee which is quoted in full below:¹

¹1956 Report of Committee on Professional Training, Alabama Association County Agricultural Agents, Professional Training Committee.

Your committee on Professional Training submits the following report on activities for the year 1956 for your consideration and action.

FOREWORD:

Extension work is a profession. It is therefore the responsibility of each Extension worker to maintain and improve his standards and his profession. We, as Extension Agents in Alabama, look to our Land Grant College at Auburn as the institution to provide professional training in agriculture. We feel that this institution has a definite responsibility to help Extension Agents to improve professionally by providing courses of study suitable to their needs.

RECOMMENDATIONS OF 1955 PROFESSIONAL TRAINING COMMITTEE
ADOPTED BY OUR ASSOCIATION AT ANNUAL MEETING IN BIRMINGHAM,
ALABAMA, JUNE 23-25, 1955.

1. Based upon study made by means of surveys conducted during years 1953, 1954 and 1955, the committee on Professional Training is satisfied that there is sufficient interest on the part of County Extension Agents in Alabama to justify making request to our Land Grant College for Professional Training Program designed to meet needs of County Extension Agents.
2. Based upon survey conducted in 1955 there are sufficient interested agents in each district to assure an enrollment of 20 or more in off-campus classes per district.
3. We recommend that the Professional Training Committee of A.A.C.A.A. for ensuing year be instructed to follow through on the program that is now under way, namely:
 - (a) Make the necessary contacts through proper channels, with our Land Grant College at Auburn, requesting a conference of representatives of the Office of Administration, and heads of interested departments, to present our request for a special Professional Training Program designed to meet the needs of County Agents in Alabama.
 - (b) In the conference with representatives of the overhead staff of our Land Grant College, present for discussion, major factors essential for a successful in-service training program for County Agents, some of which are:
 - (1) Full-time pay for agents while receiving training.
 - (2) Minimum amount of residence work for advanced degree.
 - (3) Minimum fee for courses offered.

- (4) Desirability of employing a specialist in Extension training or training officer, who will make contacts with agents out in the state regarding in-service training, organize courses of study, arrange for desirable meeting places, and generally supervise the Professional Training Program.

ACTIVITIES OF PROFESSIONAL TRAINING COMMITTEE IN 1956

Following the above recommendations approved by our Association at annual session in 1955, we feel that definite progress was made in 1956 toward the goal of getting a special professional training program for county Extension agents in operation in Alabama. A summary of activities are given below:

1. Several contacts were made during the year by representatives of the Professional Training Committee, with our state extension staff and with Dr. E. V. Smith, Dean of School of Agriculture, regarding plans for conference with representatives of our Land Grant College, to discuss our proposed professional training program. We were pleased to find everyone contacted very much interested in the program.
2. Representatives of your Professional Committee met with state association officers, state committee chairman, our national association president and some of our national committee chairman, for conference, at Dadeville, Alabama on April 12th. At this meeting our professional training program was discussed and plans were made to request conference with representatives of our Land Grant College prior to our annual meeting.
3. On May 4 a conference was held with Dean E. V. Smith, School of Agriculture and Director of Agricultural Experiment Station System by V. L. Keeble, the chairman of the Professional Training Committee for 1956, and J. E. Morriss, chairman of the committee for years 1954 and 1955. At this time the date of May 21st was designated as the date for our conference with college heads. Dr. Smith made contacts with the President's office and heads of departments of college who were invited to attend the conference.

It was agreed at this meeting that it would be desirable to have Dr. John T. Stone, Director of Special Programs, Michigan State University, Lansing, Michigan, be present for our conference on May 21st to explain the Michigan Professional Training Program for County Agents.

4. Through courtesy of our state extension office, Dr. Stone was invited and attended our conference, with expenses paid from extension funds. Our committee was informed that all interested departments from the President's office down, concurred in this action.

5. Invited to attend the conference on May 21st representing the Alabama Association of County Agents were: Members of our Professional Training Committee, officers and directors of our association, members of our association Policy Committee, and members of our Land Grant College Committee. We are pleased to report that, with few exceptions, all members of these committees were present for the conference.

C. Professional Training Conference at Land Grant College -
May 21, 1956

We are pleased to report that a very satisfactory conference was held at our Land Grant College at 1:30 p.m., May 21st, with approximately 60 persons in attendance.

Representing our association were some 26 county and assistant county agents who are members of committees named above. Among those who attended as representatives of the college at Auburn were: Dr. David W. Mallins, Executive Vice President who presided; Dr. W. V. Parker, Dean, Graduate School; Dr. M. C. Huntley, Dean of Faculties; Dr. T. M. Pierce, Dean, School of Education; Dr. Roger Allen, Dean, School of Science and Literature, Dr. E. V. Smith, Dean, School of Agriculture, and Director of Alabama Agricultural Experiment Station System; Dr. C. F. Simmons, Associate Dean, School of Agriculture; Dr. R. W. Montgomery, Head, Agricultural Education; Mr. J. C. Cannon, Supervisor, Vocational Agriculture; Mrs. Marion W. Spidle, Head Professor, Home Economics; Mr. J. L. Lawson, Associate Director, Alabama Extension Service; District Extension Agents, men and women; and others.

Following introductions, our committee was requested to present their request and supporting data. This was done by J. E. Morriss, Chairman of Professional Training Committee for years 1954 and 1955, during which time surveys were made. This report which was a summary of survey findings in 1954 and 1955 showed:

- (a) That the nature of county agents job makes it almost impossible for him to enroll in training programs now available.
- (b) That county extension agents are interested in professional training.
- (c) That county extension agents are looking to our Land Grant College at Auburn as the institution to provide special arrangements whereby they can receive professional training.
- (d) That a majority of county agents are interested in courses of study designed to give credit for advanced degree.
- (e) That sufficient interest has been shown by agents in each extension district to justify off-campus classes.



- (f) Requirements of a professional training program to meet needs of county extension agents should be flexible and broad in scope, agents should receive full time pay for in-service training, minimum amount of residence work required, and with minimum fee for courses offered.
- (g) For the professional training program to function properly that it would be desirable to have a person employed as director of extension service training or some similar title, whose job would be to organize courses of study after contacting agents to determine their needs, arrange for teachers to teach needed courses, meeting places, etc.

Supporting statements were made by F. N. Farrington, our National Association President, D. S. Loyd, State President, and V. L. Keeble, Chairman of Professional Training Committee.

Dr. John T. Stone, of Michigan State University, who heads up the professional training program in that state discussed the program as it is now operating in Michigan, pointing out that the program, to be successful, should be designed as a special program for county agents.

After considerable discussion on the part of persons present, Dr. Mullins states that the college was very much interested in developing the training program as requested. He then named a committee to study possible ways of getting such a program functioning in Alabama. To serve on the committee he named:

Chairman, Dr. W. V. Parker, Dean, Graduate School.
Dr. C. F. Simmons, Associate Dean, School of Agriculture.
Dr. R. W. Montgomery, Head, Agricultural Education.
Mr. J. L. Lawson, Associate Director, Extension Service.

The committee was advised to have a progress report ready to be presented at the annual meeting of Alabama Association County Agricultural Agents, June 3rd to 5th.

CONCLUSIONS AND RECOMMENDATIONS

1. Based upon developments to date, your professional training committee is of the opinion that some type of professional training program designed to meet the needs of county extension agents will be started in the near future. We are confident that the impression made by our association on department heads of our Land Grant College erased any doubts that they may have had on the sincere purpose of our request. Our committee was well received and our relations with our college was strengthened.

2. We recommend the following:

- (a) That the Professional Training Committee of A.A.C.A.A. for the ensuing year be instructed to follow through with the program now under way.
- (b) That an effort be made to get at least one class organized during the coming year.
- (c) That we insist that a Director of Extension Training be named to coordinate the program of training, preferably a person who knows Alabama conditions and the problems of county agents.
- (d) As a starter, we suggest that at least 20 agents in one locality get together, agree on a subject to be taught, find a professor who will agree to teach the subject; collect the necessary fees and then notify the college at Auburn that everything is ready if approval is given.
- (e) That consideration be given to possibilities of giving new agents training in the field for a month or more before they are assigned to a job.

In making recommendations for a graduate training program for extension workers in Alabama, careful attention and consideration was given to various points and recommendations covered in the above report.

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CHAPTER V

WHAT ALABAMA EXTENSION AGENTS WANT

This chapter deals with the study and analysis of information obtained from the questionnaire which was filled out by 315 of Alabama's 319 white county and home agents. A copy of the questionnaire, as mailed to the agents, may be found in the appendix.

As the questions are reviewed, it will be apparent in some cases that the total answers recorded do not equal the total questionnaires which were returned. This is explained by the fact that in several cases the agents omitted answering one or more questions. Such instances are not numerous, however. With most questions, the reply will represent expressions from about 93 percent of the total county workers.

Is There Interest For A Program?

Before making any kind of plans for a graduate extension program, administrators or others concerned would likely want to first know whether or not there was an interest on the part of the agents for such a program and the extent of such interest. Is the demand for a program coming from just a few academic-bent extension workers or is there a wide-spread interest among all the agents? Question one, "Are you interested in personal professional improvement through graduate study?" sought to answer these and other questions concerning the agents' interest in graduate work. Answers to the question are tabulated in Table 15.

TABLE 15

Agent's Expression of Interest in
Graduate Study (Question 1, I)

Expression	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Regular	FHD	No.	%
Interested	60	29	66	30	64	36	12	297	94.5
Not Interested	4	0	0	0	3	2	0	9	2.8
Undecided	3	3	0	0	0	2	0	8	2.7

A study of information in Table 15 reveals that 94.5 percent of all the county workers replying are interested in graduate study as part of a professional improvement program. An examination of individual replies shows that the remaining 5.5 percent is made up largely of agents who are almost ready for retirement. It would not be expected that they would have a high interest in doing graduate study, certainly not for credit.

When Should The Program Start?

Question two asked the agents who were interested in doing graduate study to indicate when they would like to start. The answers are tabulated in Table 16.

As indicated by figures in Table 16, 90 percent of the agents would like to start taking graduate work immediately. The term immediately is used to cover the 1957-58 period. The author interprets this answer to mean that the agents are not asking for a program just for the sake of asking for something, but that they are sincerely interested and are anxious to get started with their professional improvement plans.

TABLE 16

An Indication of When Agents
Want to Start Graduate Work
(Question 2, I)

Time Period	County Agents	Agent Group						Total	
		Asst. Co. Agents			Home Agents	Asst. Home Agents		No.	%
		Reg.	4H	FHD		Reg.	FHD		
Immediately	47	26	61	25	56	30	10	255	90.0
In 1959	1	0	0	0	2	1	0	4	1.7
In 1960	1	0	0	0	0	0	0	1	0.2
Indefinite	11	1	2	2	6	1	0	23	8.1

What Kind of a Program Do the Agents Want?

Four questions in part two of the questionnaire sought to determine the kind of a graduate training program agents wanted. The first question asked, "What kind of a graduate program do you believe best fits your needs?", with the answer directed to the choice of a broad generalized course or specialized training. The answers to this question are summarized in Table 17.

TABLE 17

Kind of A Program Alabama Agents Want
(Question 1, II)

Kind of Program	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
		Generalized	61	29	63	28	63	35	12
Specialized	3	2	3	2	2	3	0	15	5

The fact that 95 percent expressed their choice for a program providing a broad, generalized course leave little doubt as to the agents' preference. Incidentally, at this point the author would also

like to call attention to the fact that the evidence established by most authorities in the field of extension education calls for a broad, generalised program of study. This indicates that agents in Alabama have been giving serious thought and study to the matter of graduate study.

Question two, in part two, asked the agents to rank certain courses, indicating their relative value, as a supplement to training and experience in performing a better job. The answers are recorded in Table 18.

TABLE 18
Kind of Courses Agents Want
(Question 2, II)

Kind of Course	County Agents	WEIGHTED RANKING						All Agents
		Asst. Co. Agents			Home Dem. Agents	Asst. Home Agents		
		Reg.	MI	FWD		Reg.	FWD	
Technical courses in Agriculture and/or Home Economics	4	2	2	5	5	4	6	4
Journalism, News Writing, Public Speaking and Group Discussion Techniques	3	3	5	3	2	2	2	2
Radio, TV and Visual Aids	6	6	6	6	4	5	4	5
Sociology, Philosophy and Psychology	7	7	7	7	6	7	5	6
Economics Marketing, Farm Mgt. and Public Policy	5	5	3	2	7	6	3	3
Office Mgt., Public Relations, and Administration	2	4	4	4	3	3	3	3
Courses in Agriculture or home economics extension, including program planning, ext. methods, reports, etc.	1	1	1	1	1	1	1	1

Before studying information in Table 18, a word of explanation is needed as to the definition of the term "weighted ranking" and how it was used in calculating the data. In answering question two, section two, each agent was asked to give his personal evaluation of the courses by ranking them in descending value of one, two, three order. There was much diversity in the rankings given by various agents. Obviously, therefore, it was necessary to reduce the individual evaluations to a common denominator before they could be summarized. This was done by first totaling and then weighting the individual rankings. Rank one was given a weight of seven, rank two a weight of six, rank three a weight of five and continuing on up to rank seven which was given a weight of only one. Multiplying the number of placements made in each rank by the assigned weights, a weighted total was calculated. The group of courses receiving the highest weighted total was given a rank of one; the group receiving the second highest weighted total rank two; continuing the same procedure, all answers were summarized into the rankings as noted in the table.

All groups were unanimous in placing the core of courses dealing with extension education first. This probably indicates that the agents feel a deficiency of training in this area of extension work. It also indicates that any program planned for Alabama agents should provide courses in extension history, philosophy, methods, program planning, evaluation, reporting and similar subjects. Again, the author would note that authoritative criteria for a graduate program in extension education place heavy emphasis upon courses falling in this area.

Journalism, news writing, public speaking and group discussion techniques were ranked second. Economics, marketing, farm management,

and public policy tied with office management, public relations and administration for position three. Other subjects are ranked as noted in Table 18, with sociology, philosophy and psychology falling last. The low rating of these subjects is somewhat disturbing inasmuch as they are given much emphasis for extension workers by most educators. A careful examination of the question indicates a possibility that subjects in other groupings were "sold" to the agents by means of clearer descriptive terminology. If this did occur, it was purely accidental. In preparing the questions, the author tried to avoid all leading terminology and question slanting which might influence an answer.

The fact that county workers are headquartered away from the college campus places them at a big disadvantage in obtaining graduate work compared with members of the campus faculty who have the privilege of taking a maximum of three to six hours of graduate work per quarter. This disparity of opportunity is probably one of the biggest reasons why county agricultural agents have failed to keep pace with the resident staff in graduate study and degree status. Question three, section two, seeks to obtain an expression of Alabama agents on these points. Specifically, the question was: "Would you like the privilege of taking up to five credits of graduate work per quarter, now permitted the resident staff, if provisions could be made for you to take graduate courses off the campus at convenient, nearby centers within the state while still on the job?" Replies are tabulated in Table 19.

A study of data in Table 19 shows that over 99 percent of the agents would like to have the privilege of taking up to five credits of graduate work per quarter, now permitted the resident staff, if

TABLE 19

Agent's Expression For Equal Graduate Opportunity
(Question 3, II)

Want Equal Privilege	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
Yes	59	32	66	30	65	38	12	302	99.3
No	2	0	0	0	0	0	0	2	0.7

provisions could be made for them to take the work at nearby centers while still on the job.

Question 4a in part two asked the agents if a change in regulations, requiring less residence time for acquiring a Master's degree, would materially influence their decision to take graduate work. The answer was almost unanimously "yes," as is indicated in Table 20.

TABLE 20

Influence of Residence Time Upon Graduate Study
(Question 4a, II)

Would Have Influence	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
Yes	60	32	65	29	64	37	12	299	98.3
No	2	0	1	1	0	1	0	5	1.7

Question 4b, part two, asked the agents to check one of several suggested changes on residence requirements which would best fit their situation. Replies are tabulated in Table 21.

Referring to Table 21, attention is called to the fact that over 98 percent of the county extension workers would prefer one full quarter (twelve weeks) at Auburn (Alabama Polytechnic Institute) plus the balance of credits at off-campus centers if present requirements for a Master's

TABLE 21

Agent's Preference for Residence Requirements
(Question 4b, II)

Residence Requirement	Co. Agts.	Asst. Co. Agents		Home Agts.	Asst. Home Agents		Total		
		Reg.	4H FHD		Reg.	FHD	No.	%	
(1) 12 weeks Auburn, Balance off-campus	60	31	66	23	61	37	11	295	98.3
(2) Quarter plus 6 weeks Auburn, Balance off-campus	1	0	0	0	0	0	0	1	--
(3) 24 weeks Auburn, Balance off-campus	0	1	0	0	1	1	0	3	--
(4) 24 weeks Auburn, Balance Summer Short-courses	1	0	0	0	0	0	0	1	--

degree could be changed. At this point the reader is reminded that in answering question 4a, over 98 percent of the agents indicated that such a change as this would materially influence their decision to do graduate work.

Question 4b, part two, also provided the agents an opportunity to make "other suggestions" relating to residence requirements. Only a small number of agents offered suggestions but the ones given are recorded below:

1. "Be permitted to take selected courses off the campus that are not now being offered. These courses could be taken for or without credit."
2. "It will suit my situation best to get as many credits as possible at off-campus centers while still on the job."
3. "It seems that our sub-stations could be considered on campus."
4. "Provide one four-hour class period weekly, preferably on Friday p.m."
5. "Establish maximum number of study centers so that travel will be reduced for all agents."

6. "Two or three weeks summer short course and the remainder of credits at off-campus centers."
7. "One four-hour class on Friday p.m."
8. "Suggested change No. 1 was checked in that it offered the least amount of time required at Auburn. I have nothing against work at Auburn but it would be difficult, I believe, for field worker to satisfactorily work this type of educational program."
9. "Two six-week terms at Auburn for two years and balance at off-campus centers."
10. "Give credit for graduate work already completed."
11. "A system whereby more work could be done off the campus."

What Requirements and Restrictions Should
The Program Contain?

Part three of the questionnaire contained three questions relating to program requirements and restrictions. Question one asked, "Should off-campus courses be restricted to those taking them for graduate credit?" Answers to it are tabulated in Table 22. In studying

TABLE 22

Course Restrictions
(Question 1, III)

Restrict Courses?	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FMD		Reg.	FMD	No.	%
Yes	33	16	39	13	45	29	3	193	59.4
No	33	16	26	17	20	9	4	125	40.6

data contained in this table, it is noted that there is a wide division of opinion as to whether the off-campus courses should be restricted to those taking them for graduate credit. Incidentally, this is the first question in the questionnaire on which agents expressed a wide division of opinion. In reviewing the individual replies, the author observed

that the younger agents tended to answer the question yes, the older agents no. This undoubtedly accounts for a large part of the difference in opinion on this question.

Question two of part three was closely related to question one, it asked: "If the answer to 'one' above is no, should the student (a) be required to register for the courses formally and be subject to closer attendance, regulations, etc., or (b) should he be permitted to audit the course without the application of usual classroom regulations?" As indicated in Table 23, 87 percent of the agents who thought the off-campus graduate courses should not be restricted to those taking them for graduate credit would require registration and other formal course compliance.

TABLE 23

Application of Formal Requirements
For Non-Credit Courses
(Question 2, III)

Impose Formal Requirements	Co. Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
Yes	28	12	24	15	16	8	4	123	87
No	4	4	2	3	2	1	0	16	13

Question 3a, part three asked if experience requirements should be set up as a prerequisite for admission to a graduate program for extension workers. The agents gave an 88 percent "yes" answer to it as is indicated in Table 24.

What should be the minimum experience requirement as a prerequisite to graduate study if one is to be imposed? This question was framed

TABLE 24

Agent's Reaction to Experience Requirement
As Prerequisite For Graduate Study
(Question 3a, III)

Require Experience	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
Yes	53	29	54	23	61	34	12	266	88.3
No	9	2	11	7	3	3	0	35	11.7

as question 3b, part three. The answers are tabulated in Table 25 and as noted, 92 percent of those favoring a minimum requirement think that it should be two years.

TABLE 25

Minimum Experience Agents Would Require
As Prerequisite to Graduate Study
(Question 3b, III)

Minimum Requirement	County Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	4H	FHD		Reg.	FHD	No.	%
One Year	2	7	3	4	7	7	0	30	11.
Two Years	47	19	50	17	47	25	11	216	82.
More than two years	7	3	1	1	4	1	1	18	7.

What Incentives Should be Provided?

What incentives, if any, should the administration provide to get more members of the staff, particularly the younger members, to take advanced graduate work? This was question one, part four, and is considered by the author to be one of the key questions in a graduate program for extension workers. Eighty-eight percent of the agents

answered the question. A study of replies revealed that it was possible to list all of them under one of eleven general answer classifications. The classified replies are listed in Table 26 which shows the number of agents suggesting each incentive listed and its rank based upon frequency of suggestion.

TABLE 26

Incentives Which Should Be Provided
To Get Agents to Take Graduate Work
(Question 1, IV)

Incentive	Frequency	Rank
Give proper consideration to professional improvement status when making salary adjustments and promotions.	202	1
Permit off-campus classes to be attended on official time	103	2
Provide liberal study-leave privileges.	83	3
Make it possible for agents to do graduate work while still on the job by providing off-campus centers.	39	4
Pay part or full salary during study leave.	15	5
Authorize official travel to attend off-campus classes.	14	6
Provide curriculum to fit needs of agents	5	7
Do not have Saturday classes if off-campus courses are provided.	4	8
Work out rating system which would give proper weight to professional improvement.	3	9
Assist agents in obtaining scholarships	2	10
Extend present time limitation for completing degree.	1	11

The agents overwhelmingly ranked promotions and salary increases as the number one incentive for getting extension workers to take graduate work. In giving them first ranking, most of the agents, however,

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indicated that salary increases and promotion should not come as guaranteed rewards, rather that graduate study should be given consideration in granting promotions and salary increases.

Permitting off-campus courses to be attended on official time was ranked second in importance as an incentive. In discussing this incentive, it will be recalled that over 99 percent of the agents expressed a desire in question 3, part two, for the privilege of taking up to five credits per quarter if provisions could be made to take the work at nearby, off-campus centers. An off-campus study program is, therefore, an implied incentive which is closely rated to that of official time to attend the centers.

Liberal, long-time leave for study was ranked third in importance. This incentive is closely related to that termed "official time for study." In recording the data, there were several cases where it was difficult to determine whether the agent was referring to "leave" or simply for official time to attend classes. In cases of doubt, such as with a comment "provide official time," the suggestion was placed in the category of time to attend off-campus classes. Erroneous placement of the few doubtful cases, however, could not have changed the ranking of incentives place one and two.

Question two, part four asked, "Should the graduate training program provide 'Certificate of Academic Achievement' (or a similar device) for the older agents and others who may not be interested in graduate training for credit, but who are definitely interested in professional improvement and who would like to have their increased efficiency recognized through possible promotions and salary adjustments?"

The answers totaled to a 78 percent in favor; 22 percent against, as noted in Table 27. County agents were more highly in favor of the proposal than home agents.

TABLE 27

Agent's Reaction to Recognizing
Non-Credit Course Work
(Question 2, IV)

Recognize Non-credit Work	Co. Agents	Asst. Co. Agents			Home Agents	Asst. Home Agents		Total	
		Reg.	MI	FMD		Reg.	FMD	No.	%
Yes	59	29	53	27	37	23	8	236	78
No	7	4	10	3	25	15	4	68	22

"From what institution did you graduate?" This was a short inquiry listed in the questionnaire as question three, part four and was intended to secure data which might be basic to understanding other information. Answers are recorded in Table 28. An examination of the

TABLE 28

Institutions From Which Alabama Agents
Obtained Undergraduate Degree
(Question 3, IV)

Institution	No. Graduates	
	Men	Women
Alabama Polytechnic Institute	109	54
Alabama College	0	25
University of Alabama	1	17
Peabody College	0	3
Huntingdon	0	3
Athens	0	2
Howard	0	2
Judson	0	2
Colorado State College	1	0
University of Georgia	1	0
Derea	0	1
Florence State College	0	1
Mississippi Southern	0	1
Mississippi State College for Women	0	1
Jacksonville State College	0	1
Converse College	0	1
Berry College	0	1

figures reveal that 79 percent of all agents graduated from the Alabama Polytechnic Institute; the remaining 21 percent from 16 other institutions.

Question four, section four sought to determine the undergraduate major of all agents. Table 29 gives the results. With both men and

TABLE 29
Undergraduate Majors of Alabama Agents
(Question 4, IV)

Area of Study	No.	Rank
<u>Men Agents:</u>		
Agricultural Education	82	1
Agricultural Science (No Major)	61	2
Animal Husbandry	22	3
Agronomy & Soils	7	4
Dairy	6	5
Agricultural Engineering	5	6
Poultry	3	7
Non-agricultural	2	8
Forestry	1	9
Agricultural Economics	1	9
Agricultural Administration	1	9
<u>Women Agents:</u>		
Home Economics Education	44	1
Home Economics (General)	23	2
Home Dem. (Home Ec.)	18	3
Clothing and Textiles	12	4
Foods	5	5
Home Management	5	5
Science	2	6
Home Economics Retail	1	7
Household Equipment	1	7

women, a majority obtained their undergraduate degree in agricultural or home economic science but a high percentage obtained degrees in agricultural or home economics education.

Question five, part four asked, "How many years have you been in Extension work?" Answers to it are tabulated in Table 30.

TABLE 30

Years of Service for Alabama Agents

Agent Group	Number of Agents With Years of Service							
	Less than One	One to Two	Two to Three	Three to Five	Five to Ten	Ten to Fifteen	Fifteen to Twenty	Twenty or Over
Co. Agents	0	0	0	0	5	11	16	33
Asst. Agents	1	3	3	7	9	6	0	2
Asst. Agents (HI)	4	6	14	15	15	9	2	1
Asst. Agents (FHD)	0	0	4	5	7	3	3	2
Total Men	5	9	21	27	36	34	21	38
Home Agents	0	2	1	9	19	14	10	9
Asst. Home Agents	9	14	3	3	4	0	0	0
Asst. H. Agts. (FHD)	0	1	3	3	3	2	0	0
Total Women	9	11	7	20	26	16	10	9
Total All	14	26	28	47	62	50	31	47

A study of the figures in Table 30 reveals that approximately 90 percent of all the county agents in Alabama have been in extension ten years or longer. For home agents, the number is not as high, but even so over fifty-one percent have served ten years or longer. These long years of service merit special recognition in considering the question of providing incentives to stimulate professional improvement.

Other Suggestions Made by Agents

The last question in the questionnaire provided the agents an opportunity to make suggestions or express ideas of their own as to provisions which should be included in a graduate program for extension

workers. In framing the questionnaire, it was not anticipated that all of the agents would offer comments but a good response was made by both the men and women workers. In addition to the good response, many excellent suggestions were made. Several of the agents gave identical or similar suggestions. All such answers were combined into one expression when recording them. This was done to save space and avoid repetition. The following list is therefore a summary of suggestions made by all of the agents rather than a log of individual quotations.

Suggestions by county agents:

1. Agents should participate in planning course of study.
2. Permit years of experience in extension to count toward credits needed for Master's degree.
3. Something like one credit should be given toward a Master's degree for each year of experience in extension work.
4. Be sure that all of the agents take courses for credit.
5. Have courses on extension methods taught by experienced extension workers.
6. It is important that we have a specialist in extension training who will make contacts with agents, organize courses of study based on desires of agents and generally coordinate the training program.
7. Overall requirements of the graduate course should be flexible enough to meet our special needs in the field of agriculture. We do not need majors and minors, but a generalized course of study with graduate credit.
8. Professors who are to teach should have a practical application of our problems as extension agents.
9. In so far as possible, centers selected for classes should be located within a radius of fifty to seventy-five miles from each county seat.
10. In selecting courses to be taught, preference should be given to those needed by extension agents in all cases when agents make up a majority of the class. The first trial classes should be one hundred percent extension agents.

11. If you limit the courses to be to those of technical agriculture, program will be of very little value. What is needed is subjects which will help agents in writing, radio, visual aids, public relations and such subjects.

12. Too much is being said about degrees and too little about improvement.

13. Generally, courses should be for credit. I think, however, that agents over fifty should be permitted to take courses that would make them more proficient in their work even though they do not go long enough to earn an advanced degree.

14. Could correspondence courses be given?

15. Courses should be practical and adapted to extension work.

16. Provide community recreation course.

17. Allow credit for graduate work done to date.

18. Courses should be all inclusive to give agents a better rounded education.

19. Three months is too long for the agents to stay off the job.

Suggestions by Home Agents:

1. Program should provide courses in:
 - a. Group recreation for 4-H camps.
 - b. Rural recreation.
 - c. Recreation and rural art.
 - d. Handicrafts.
 - e. Practical English.
 - f. Exhibits and fairs.
 - g. Practical landscaping.
 - h. Planning and conducting 4-H camps.
 - i. Program planning.
 - j. Evaluation.
 - k. Giving demonstrations.
 - l. Current events.

2. There should not be more than two to three classes per week and no Saturday classes.

3. Courses should be adapted to local needs.

4. Courses should be for credit leading to an advanced degree. However, agents of long-time service should be

permitted to take courses toward making themselves more proficient in their work even though they do not choose to continue long enough to earn the advanced degree.

5. Provide courses that will not be a repetition of instruction already received.

6. Workers would feel closer to the Land-Grant college after having had this work.

7. (1) Include a well-rounded program, (2) adopt the program to bring us closer to our Land-Grant college at Auburn, (3) extension workers assist college in planning courses aimed at extension needs, (4) Sabbatic leave for one quarter at Auburn without having to use annual leave, and (5) official time for attending weekly classes.

8. (1) Official time for graduate study, (2) permit resident time for agents attending 4-H camp and agents training meeting on A.F.I. campus, (3) well-rounded course of study, (4) courses adapted to local needs that would tie people more closely with Land-Grant college, and (5) help to bring college and Extension closer together.

9. We want a well-rounded program; use of official time; advantage that will tie us closer to the Land-Grant colleges; courses adapted to needs of people in county.

10. Problems encountered by extension workers in county and brought to professors will help them plan better college teaching.

11. Permit attendance of classes on official time. Provide a source of reference material. This material should be large enough supply that it may be used at home. Allow a wide range of topics on which to write a thesis. Include latest research information.

12. The agents would have an opportunity to discuss problems with professors and thereby receive professional help on problems or programs in which they need help or advice.

13. Subject matter on farm and home approach. Farm and home subject matter: (1) Economics, (2) Family life, (3) Accounts for farm and home.

14. Give a well-rounded course with some technical courses for special interest groups.

15. Have persons who are to map out the course of study spend some time in the field.

CHAPTER VI

A PROPOSED GRADUATE TRAINING PROGRAM FOR AGRICULTURAL EXTENSION WORKERS IN ALABAMA

In the preceding chapters, an examination has been made of evidence indicating an increasing need of training for extension workers beyond that of a Bachelor's degree. A review has been made of ways and means through which additional training may be acquired; extension graduate study programs for eleven states have been examined and compared; and criteria for extension graduate programs have been studied. Finally, a look has been taken at the kind of a graduate program county agricultural extension workers in Alabama want, as expressed by the Alabama Association of County Agricultural Agents and as voiced by all of the county workers through a questionnaire survey made in 1957.

From this study the author reaches a conclusion that there is both a need and a justification for a graduate training program in Alabama. Further, he believes, that to be effective the program should fall within the framework of certain standards and meet the basic provisions as noted below.

Standards for an Alabama Program

1. The training required by extension workers is distinctly different from that of other teachers, making extension education a distinct entity within the broad field of education. It should, therefore, be treated as such in a graduate program.
2. A graduate program should be looked upon only as part of a total program. The ultimate goal should be a professional improvement

- program including pre-service education, induction training, and in-service education as well as graduate study.
3. The program should not be degree centered but dedicated primarily to the purpose of training more competent and proficient extension workers. Agents recognize, however, that the age of scholarship is upon them and that the attainment of graduate degrees is desirable.
 4. It should be designed to meet the graduate study needs of all extension workers within the state, both men and women.
 5. The program should be set up and operated in such way to provide county workers the privilege of taking up to five credits of graduate work per quarter, while still on the job, which is now permitted the resident teaching staff.
 6. All course offerings should be of graduate rank and the quality of work should be of graduate calibre.
 7. The course selection should be broad and flexible, permitting a wide choice of combinations so that individual student needs may be satisfied. The value of requiring a thesis for extension workers is debatable and should be left optional.
 8. The graduate program for any one student should be purposeful and integrated with a carefully thought out, over-all professional improvement plan.
 9. Like all other graduate programs of the Alabama Polytechnic Institute, it should be operated under supervision of the Dean of the Graduate School, with course instruction coming from the regular teaching departments.

10. Guidance of the program should be through a training officer jointly responsible to the Extension Service and to the School of Agriculture. The training officer should be assisted by an advisory committee appointed jointly by the Extension Service and School of Agriculture.
11. The program should provide incentives for study. Liberal study leave privileges with part or full pay, plus proper consideration of graduate study status when making promotions and salary adjustments, are important auxiliary provisions which need positive emphasis by extension administrators.
12. To be effective, the program must have the full, active cooperation of the extension supervisory staff and the undivided support of the administration, both immediate and top-level.

The Proposal in Outline

A GRADUATE TRAINING PROGRAM FOR AGRICULTURAL EXTENSION WORKERS IN ALABAMA

I. PURPOSE

The primary purpose of the program is threefold:

- A. To increase the competency of agricultural extension workers through additional academic training.
- B. To recognize the unique and specific training needs of agricultural extension workers through a realistic, practical, and sound advanced degree program.
- C. To make it possible for county agricultural extension workers of the Alabama Polytechnic Institute to take advantage of the same training opportunities available to resident staff members.

II. JUSTIFICATION

- A. The problems of agriculture and homemaking are growing both in number and in complexity. To effectively deal with them, agricultural leaders must have additional academic training as well as practical experience.
- B. Responsibilities of extension workers are rapidly increasing to new personnel and to new areas of service. Extension workers, for example, are required to devote more and more time to such areas as group planning, organization, public policy, marketing, urban planning, health, nutrition, human relations, economics, farm and home development, and political science.
- C. Stepped-up research has brought about the need for technical training unknown to the extension workers of yesterday. Today's extension agricultural agents must be the dispensers and interpreters of a vast store-house of new research information which his clientele is constantly seeking. For example, in the course of one day's operation, a county agent may be called on for information about the latest hydrocarbons for controlling houseflies, for specific facts about antibiotics used in poultry feed, for technical data on irrigating alfalfa, for advice about male sterility in hybrid corn, to assist in organizing an artificial breeding association, or to discuss rural zoning with county officials.
- D. Today's farmers are better trained and better informed than those of yesterday. An increasing number are becoming more highly trained than extension workers who serve them. This

is dangerously contrary to the concept of effective educational leadership. Basically, extension workers must be more highly educated than those they are asked to serve.

- E. Since the Cooperative Extension Service is a part of the Land-Grant College, its personnel should be just as highly trained as are other members of the system.
- F. Most extension workers in Alabama have a Bachelor's degree in either agriculture or home economics, but a four-year college degree is no longer sufficient. There is too much to be known and too much an extension worker must know to permit an end of academic training with four years undergraduate study. Many Alabama extension agents, for example, did not get training in such areas as the social sciences, extension methods and program planning during the undergraduate study and now feel a great need for it.
- G. The additional technical and educational training needs of extension workers cannot be adequately met except through formal study of graduate level.
- H. At present, the Alabama Polytechnic Institute does not provide a graduate training program designed to meet the specific training needs of extension agricultural workers.
- I. Because of their location and the nature of their work, county agricultural extension workers do not have a reasonable opportunity to take such graduate training as is now available at the Alabama Polytechnic Institute.
- J. An adequate graduate training program for extension workers in Alabama would result in a better trained and more competent

corps of workers to serve Alabama farm people. Dollar-wise, it would be an investment which would bring a high return.

III. PROPOSAL

To meet the unique graduate training needs of agricultural extension workers in Alabama, it is proposed:

- A. That the degree of Master of Science in Agricultural Extension and in Agricultural Home Economics Extension be established by the Alabama Polytechnic Institute.
- B. That the students enrolled in courses leading to these degrees be permitted to earn up to approximately two-thirds of the total required hours for a Master's degree in established centers away from the campus, and at various locations within the state, established for this purpose, with the remaining hours being met by continuous residence on the campus of the Alabama Polytechnic Institute for a period of not less than one full academic quarter (twelve weeks). Extension workers would be permitted to earn up to five hours of credit per quarter (twelve weeks) at these centers.
- C. That the credit hours for courses offered at the off-campus centers be modified to fit practical scheduling. A credit of either three or four hours is suggested for courses which would be taught in classes meeting three or four hours per week for a total of twelve weeks.
- D. That, since this program is designed to meet specific training needs of individual extension workers, which varies because of background, experience, previous study, and job

assignment, students be permitted, through guidance of their major professor, to select graduate courses from the various schools and departments throughout the institution provided:

1. That the subjects selected add up to a purposeful course of high academic level.
 2. That one-half or more of the courses selected be "Courses Primarily for Graduate Students."
 3. That each student's program of study shall be approved by the student's faculty advisor, by the department head, and by the Graduate Dean.
- E. That the requirement for a thesis be left optional with each individual student, forty-five credit hours being required with a thesis; forty-eight hours without.
- F. That this program meet all other requirements and regulations of the Graduate School of the Alabama Polytechnic Institute.

IV. PROGRAM OPERATION

The Alabama Polytechnic Institute will meet the unique training needs of agricultural extension workers in Alabama by providing a graduate training program as outlined below which leads to a Master of Science degree in Agricultural Extension and in Agricultural Home Economics Extension.

- A. All students must meet all general requirements for graduate study as established by regulations of the Graduate School.
- B. In addition to general admission requirements, all students must have a Bachelor's degree in Agriculture or Home Economics and meet the following specific requirements:

1. Regular status.

- a. Undergraduate average of B (A = 3.0 points) or better and one or more years of satisfactory employment with the A.P.I. Extension Service.

2. Probationary status.

- a. Undergraduate average of less than B but more than C+ and one or more years of satisfactory employment with the A.P.I. Extension Service, plus approval by Screening Committee. Completion of fifteen hours of graduate work with an average of B will remove probationary status, or a total of thirty hours of B or higher if the student enrolled on a provisional status.

3. Provisional status.

- a. Students who have an overall undergraduate average of less than C may be admitted to the graduate program on a probationary status after one or more years of satisfactory service with the A.P.I. Extension Service, but only after "proving" himself by registering as an unclassified student for a minimum of one quarter or fifteen hours, during which time he must have an average of B or higher. After meeting provisional requirements, he may register on probationary status under 2a above.

- C. A Master of Science degree with a major in Agricultural Extension or in Home Economics Extension will be awarded for completion of:

1. Plan A - forty-five hours with a thesis.
 2. Plan B - forty-eight hours without a thesis.
 3. In both cases, the student must have an overall average of B or higher for the course work submitted for the degree and pass a comprehensive oral examination at the end of his course work.
- D. Each student will be permitted, through guidance of his major professor, to select graduate courses from various schools and departments, to fit his individual needs, provided:
1. That the subjects selected add up to purposeful course of high academic level.
 2. That a minimum of one-half of required credits are earned in the 600 series courses.
 3. That each student's program is approved by the student faculty adviser, by the department head, and by the Dean of the Graduate School.
- E. 1. A major and minor field of study will not be required, but it is expected that courses will be selected from the three broad fields of:
- a. Technical agriculture and/or home economics.
 - b. Social sciences including such fields as agricultural economics, sociology, psychology, and political science.
 - c. Teaching methods including the communication arts.
2. The following minimum core of courses, however, will be required of all students.

- a. Agricultural Extension - four credits.
- b. Agricultural Extension Policies (Seminar) - one to three credits.
- c. Research in Agricultural or Home Economics Extension - one to twelve credits.

7. A minimum of sixteen credits must be earned in residence at the Alabama Polytechnic Institute during a continuous period of not less than twelve weeks during which time the extension worker is on leave.

8. 1. The Alabama Polytechnic Institute will provide, through the Graduate School and through a program jointly sponsored by the Cooperative Extension Service and the School of Agriculture, graduate courses at suitable off-campus locations, in so far as is reasonably practical, provided:

- a. A group of fifteen or more extension agents and/or other qualified graduate level students request a specific approved course.
- b. Pay the regular course fees established for off-campus courses.

2. Agents will be permitted to take up to five credits per quarter at these centers while still on the job, and earn up to two-thirds of total credit hours required for a Master of Science degree.

3. All off-campus courses will meet the same high academic requirements of on-campus courses.

IV. ADMINISTRATION

This program, like other graduate programs of the Alabama Polytechnic Institute, will be operated under supervision of the Dean of the Graduate School. The graduate students, however, will be under guidance of a special training officer, jointly employed by the School of Agriculture and the Cooperative Agricultural Extension Service.

A training committee of five to seven members, representing various areas of interest in the program, should be appointed by the School of Agriculture and the Extension Service to advise with the training director.

V. RELATIONSHIP WITH OTHER PROGRAMS

This program is proposed primarily for the purpose of providing a Master of Science degree in Agricultural Extension and in Agricultural Home Economics Extension for extension agricultural workers, particularly county agricultural agents and home demonstration agents. Most of the courses to be offered, however, should be of equal interest to teachers of vocational agriculture, teachers of vocational home economics, technicians of the Soil Conservation Service, Farm and Home Administration workers, Experiment Station employees, and other qualified students who may have need for graduate work in agriculture of a general nature. Off-campus courses will, therefore, be open to all interested students who can meet proper qualification. Non-extension students will qualify by enrolling with the appropriate school in which their degree is to be awarded. Integration of the off-campus courses into other established advance degree programs will involve only minor changes in current resident requirements. This cooperative arrangement will enable the Alabama Polytechnic Institute to extend graduate training to hundreds of students that should be served.

VI. IMPLEMENT ACTION.

A. Diagnosing Training Needs.

In order that the Extension Service may be of maximum assistance to individual staff members in their efforts to achieve greater professional competence through graduate study and through other programs, it is recommended:

1. That each agent, in consultation with his supervisor, develop a written plan of professional improvement to be incorporated in his personnel file, and that this plan include:
 - a. A statement of the agent's goals in the service.
 - b. A personal evaluation of his professional strength and weakness.
 - c. Steps the agent feels he should take to improve his professional competence.
 - d. A calendar showing approximately when these steps are to be undertaken and the leave which will be involved.
 - e. A statement of factors, if any, limiting attainment of professional improvement goals.
 - f. A statement of the agent's interest in a scholarship, type which would be acceptable, and course to be studied if scholarship were available.
2. That standard forms be worked out for use in outlining personal professional improvement plans as noted above.

B. Study leave.

A study of graduate programs in extension education reveals that a liberal study leave policy is not only desirable but

essential to its continuous successful operation and to its maximum service to extension workers. It is recommended that:

1. The current Sabbatical leave policy, which grants one quarter's leave for each five years of service, be reviewed with the objective of making it more liberal.
2. That current policy relative to pay during approved study leave period be reviewed with the objective of increasing it.
3. That a clear statement relating to study leave policy be furnished all extension workers.

C. Pay and promotions.

Rewards and punishment are great motivating forces of human behavior. Extension workers are no exception to this premise. Their response to a graduate program is, in a large measure, determined by incentives which are ultimately promised or rewarded. Administrators, therefore, should give proper consideration to an employee's graduate status when assigning promotions or when making salary adjustments.

CHAPTER VII

SUMMARY

Duties of early agricultural extension workers were few and relatively simple. As the Cooperative Agricultural Extension programs have grown in years and in size, demands on the county agricultural agent and home demonstration agent have become greater and greater. In a constant increasing number, and in an ever-widening area of subject matter, more people have sought their service. Today's agents find themselves being called upon to serve both urban and rural families from a vast store house of new research information, much of which is highly technical in nature or which is steeped in complex theories. In addition, they find themselves serving a clientele whose educational level is constantly rising.

All of this adds up to the simple fact that extension agricultural workers today must acquire more training than that formerly considered sufficient for their jobs. Up until now, a four-year college course in agriculture or home economics has been generally accepted as sufficient training. But there is too much to be known and too much an extension worker must know today to permit an end of formalized training after four years of undergraduate work.

The added training and proficiencies needed by agricultural extension workers may be acquired in several different ways. It may be acquired through programs of pre-service study, induction training, in-service education, or graduate study. Neither of these programs or areas of training can rightfully be considered better than the others;

all are important to a sound professional program.

Recent years have witnessed a great increase of interest in graduate study and graduate programs for extension workers - an increased interest both on the part of workers and the administration. This increased interest has probably come about because of the recognition of the need to keep up-to-date with scientific and technological advancements in agriculture and home economics; to gain new techniques in communications; to acquire and understand new concepts in social, political, administrative fields; and to keep ahead of the advancement in the educational level of rural people.

Presently there are eleven Land-Grant institutions offering advanced study leading to a Master's degree in extension education - California, Colorado, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, New York, Tennessee, and Wisconsin. A review of their programs reveal that:

1. Most of them conceive of extension education as an entity of its own, and distinctly different from all other education.
2. Their purpose of setting up extension education is to correct extreme specialization and to avoid emphasis on technical fields.
3. The majority of the institutions offering graduate training have no education department.
4. That they generally use a coordinating committee to serve in an advisory and promotional capacity.
5. There is no uniformity in the core of courses.

6. The fields from which the courses are generally drawn are (1) technical agriculture and home economics, (2) social sciences and (3) communication arts.
7. Requirements for admission to the program are a "D" or an entrance on probation.
8. Leave privileges, attitudes of supervisors, and scholarships are used as incentives to draw extension personnel into graduate study.

Criteria for graduate programs in extension education have been spelled out from time to time by various committees of the Land-Grant College Association and by other groups. Probably most outstanding of these are the criteria established by the Land-Grant College Senate Committee on Preservice and Graduate Training. They cover five points: (1) extension education is a distinct entity within the broad field of education; (2) the training should extend over a period of time long enough to make a permanent change in the habits of thought and action of the student; (3) the offerings must be of graduate rank; (4) the course offerings must be broad and flexible permitting a wide choice to meet individual training needs; and (5) the program for any one student should be one of planned and integrated study.

Information as noted in the foregoing paragraphs was reviewed by the author in order to gain proper background knowledge for developing a graduate training program in extension education for Alabama.

Additional background and basic information for developing a recommended program was obtained through a questionnaire survey conducted by the writer in 1957. It was sent to all white county extension workers in Alabama (a total of 319) and covered fifteen questions. Replies were

received on 98.5 percent of the questionnaires mailed out. Along with other information, the survey revealed the following outstanding points: (1) 94 percent of the agents were interested in taking graduate training, and 90 percent would like to start immediately; (2) 95 percent wanted generalized courses; (3) The agents expressed first preference for courses in agricultural or home economics extension, including program planning, extension methods, and reports; (4) 99 percent wanted an opportunity to take up to five hours of graduate study per quarter while still on the job; (5) 98 percent wanted off-campus training centers provided through which they could acquire up to two-thirds of required credits for a degree; and (6) salary increases and promotion were considered the most important incentives for advance study.

From this study, including both reference material and the survey, the author concludes that there is both a need and the justification for a graduate program for agricultural extension workers in Alabama and recommends that one be developed with provisions falling within the framework of twelve basic points.

Standards for an Alabama Program

1. The training required by extension workers is distinctly different from that of other teachers, making extension education a distinct entity within the broad field of education. It should, therefore, be treated as such in a graduate program.
2. A graduate program should be looked upon only as part of a total program. The ultimate goal should be a professional improvement program which includes pre-service education,

induction training, and in-service education as well as graduate study.

3. The program should not be degree centered but dedicated primarily to the purpose of training more competent and proficient extension workers. Agents recognize, however, that the age of scholarship is upon them and that the attainment of degrees is desirable.
4. It should be designed to meet the graduate study needs of all extension workers within the state, both men and women.
5. The program should be set up and operated in such way to provide county workers the privilege of taking up to five credits of graduate work per quarter while still on the job, which is now permitted the resident teaching staff.
6. All course offerings should be of graduate rank and the quality of work should be of graduate calibre.
7. The course selection should be broad and flexible, permitting a wide choice of combinations so that individual student needs may be satisfied. The value of requiring a thesis for extension workers is debatable and should be left optional.
8. The graduate program for any one student should be purposeful and integrated with a carefully thought-out, over-all professional improvement plan.
9. Like all other graduate programs of the Alabama Polytechnic Institute, it should be operated under supervision of the Dean of the Graduate School, with course instruction coming from the regular teaching departments.

10. Guidance of the program should be through a training officer jointly responsible to the Extension Service and to the School of Agriculture. The training officer should be assisted by an advising committee appointed jointly by the Extension Service and School of Agriculture.
11. The program should provide incentives for study. Liberal study leave privileges with part or full pay, plus proper consideration of graduate study status when making promotions and salary adjustments, are important auxiliary provisions which need positive emphasis by extension administrators.
12. To be fully effective, the program must have active cooperation of the extension supervisory staff and the undivided support of the administration, both immediate and top level.

Immediately following these points, a recommended program is given in outline.

APPENDIX

368 Oakhill Avenue
East Lansing, Michigan
May 6, 1957

Dear Co-Worker:

In response to your interest and requests, our administrators are now formulating plans for a program which will provide graduate training for county extension workers and other off-campus professional agricultural workers who may be interested. I believe you want a graduate program which is designed to fit your specific professional improvement needs, yet at the same time one which will be on a high academic level. I'm sure our administrators want to provide such a program.

The purpose of this questionnaire is to draw out your suggestions so they may be used as guides in developing a graduate training program. Will you please fill each question and return the completed form in the enclosed self-addressed envelope.

Thank you.

Sincerely yours,

Ralph R. Jones

Part I.

1. Are you interested in personal professional improvement through graduate study?

Yes No Undecided

2. If interested when would you like to start training? _____

Part II.

1. What kind of a graduate program do you believe best fits your needs?

a. A generalized course which would permit a wider selection of courses from the various departments and lead to a Master's degree in agriculture or home economics extension.

b. Specialized graduate training requiring a major in some specific subject matter field such as agronomy, dairy husbandry, food and nutrition, home management, etc.

2. Please rank in 1, 2, 3, etc. order the following courses that would best supplement your training and experience and enable you to do a better extension job.

- a. Technical courses in agriculture and/or home economics.
- b. Journalism, news writing, public speaking, and group discussion techniques.
- c. Radio, T. V., and visual aids.
- d. Sociology, philosophy, and psychology.
- e. Economics, marketing, farm management, and public policy.
- f. Office management, public relations, and administration.
- g. Courses in agricultural or home economics extension, including program planning, extension methods, reports, etc.

3. Would you like to have the privilege of taking up to five credits of graduate work per quarter, now permitted the resident staff, if provisions could be made for you to take graduate courses off the campus at convenient, near-by centers within the state while still on the job?

Yes No

4. a. Requirements for a Master's degree in various areas of the Schools of Agriculture or Home Economics now call for a minimum of 36 weeks (3 full quarters) residence work.

Would it materially influence your decision to take graduate study if this requirement could be changed, permitting more of the study to be done off the campus?

Yes No

b. Check one of the following suggested changes which would best fit your situation:

- (1) One full quarter (12 weeks) at Auburn and the balance of credits at off-campus centers, under direction of appropriate faculty members while still on the job.
- (2) One full quarter plus a six weeks summer short course at Auburn and the remainder of credits at off-campus centers under the direction of appropriate faculty members while still on the job.
- (3) Two full quarters (24 weeks) at Auburn and the balance of credits at off-campus centers, under direction of appropriate faculty members while still on the job.
- (4) Two full quarters (24 weeks) at Auburn plus the balance from summer short courses on the campus at Auburn or from other institutions.

(5) Other suggestions: _____

Part III.

1. Should off-campus courses be restricted to those taking them for graduate credit?

Yes No

2. If answer to "one" above is no, should the student:

a. be required to register for the courses formally and be subject to class attendance regulations, etc.

b. or should he be permitted to audit the courses without the application of usual class room regulations.

3. a. Should there be an experience requirement for extension agents as a pre-requisite to admission to the program? For example, should an applicant show a minimum number of years of successful experience before becoming eligible for admission?

Yes No

b. If your answer is yes, what should be the minimum experience requirement?

1 yr. 2 yrs. _____ yrs.

Part IV.

1. What incentives, if any, should the administration provide to get more members of the staff, particularly the younger members, to take advanced graduate work? _____

2. Should the graduate training program provide "Certificates of Academic Achievement" (or a similar device) for the older agents and others who may not be interested in graduate training for credit, but who are definitely interested in professional improvement and who would like to have their increased efficiency recognized through possible promotions and salary adjustments?

Yes No

3. From what institution did you graduate? _____
4. What was your undergraduate major? _____
5. How many years have you been in extension work? _____
6. In addition to the points covered herein, you probably have other ideas which should be included in a graduate program. If so, won't you please list them below. (Use a separate sheet of paper if needed).

COUNTY: _____ NAME: _____

DATE: _____ TITLE: _____

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The following table shows the results of the experiment conducted on the 15th of June 1954. The data was collected from the field observations and laboratory tests. The results are presented in the following table:

Time (min)	Temperature (°C)	Humidity (%)	Wind Speed (m/s)	Direction
08:00	22.5	65	1.5	SE
09:00	24.0	60	2.0	SE
10:00	26.0	55	2.5	SE
11:00	28.0	50	3.0	SE
12:00	30.0	45	3.5	SE
13:00	31.0	40	4.0	SE
14:00	32.0	35	4.5	SE
15:00	33.0	30	5.0	SE
16:00	34.0	25	5.5	SE
17:00	35.0	20	6.0	SE
18:00	34.0	25	5.5	SE
19:00	32.0	30	5.0	SE
20:00	30.0	35	4.5	SE
21:00	28.0	40	4.0	SE
22:00	26.0	45	3.5	SE
23:00	24.0	50	3.0	SE
00:00	22.0	55	2.5	SE
01:00	20.0	60	2.0	SE
02:00	18.0	65	1.5	SE
03:00	16.0	70	1.0	SE
04:00	14.0	75	0.5	SE
05:00	12.0	80	0.5	SE
06:00	10.0	85	0.5	SE
07:00	8.0	90	0.5	SE

The data indicates a clear diurnal cycle in temperature and humidity, with the highest temperatures and lowest humidities occurring during the day (12:00 to 18:00) and the lowest temperatures and highest humidities occurring during the night (00:00 to 06:00). The wind speed and direction remain relatively constant throughout the day, blowing from the southeast.

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