

# Ext. Programs, Training & Studies

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The information that follows focuses on some of the educational activities and programs in Extension Programs Training and Studies. This should not be viewed as a totally comprehensive review.

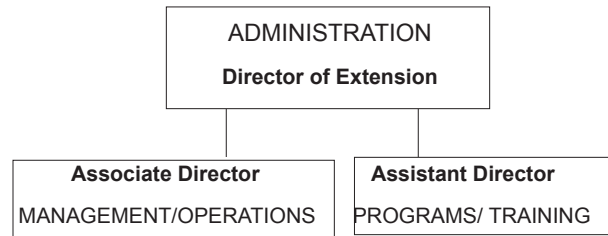
## Organize New Department

When the Division of Extension was reorganized effective August 1, 1956 it provided for an Assistant Director to be in charge of a section involving program planning, personnel training and Extension studies.

### Assistant Director Position—1957

Wilber Ringler was appointed the first Assistant Director on October 1, 1957. Also in 1956, an Associate State Leader of 4-H Club Work and an Associate Leader in Home Economics were appointed with the responsibility of assisting with Extension education training in their respective areas.

The following organization chart showed the administrative relationship of the position of Assistant Director to the Extension administration and defined the responsibilities of the Assistant Director and other positions in that area.



## State Program/Training Leader

Job descriptions for administrative personnel, in 1956, included:

State Program and Training Leader. The state program and training leader shall be responsible to the Director of Extension for:

- 1) Coordinating all state-wide programs for subject matter and training so that a unified Extension program may be maintained for the state.
- 2) Coordinating the scheduling of personnel by the various departments.
- 3) Supervising the preparation of special statewide programs.
- 4) Supervising the Extension studies necessary to furnish basic information needed for program planning and evaluation on a state, district, county level.
- 5) Coordinating and evaluating Federal and Regional Extension programs.
- 6) Advising the Director as to policy and public relation matters falling within the scope of his activities.

In his 1959 annual report, after three years of operation of the reorganization plan, the Director of Extension listed the following duties for the Programs and Training Section under the supervision of the Assistant Director:

### Programs/Training Project

Program development, Studies and Personnel Training —Project No. 30. This project contains the following staff positions:

- 1) Assistant Director for Programs and Training in charge.

- 2) Coordinator of Program Planning.
- 3) Coordinator of Program Analysis.
- 4) Coordinator of Personnel Training.
- 5) Specialist in Extension Studies (half-time).

The Program and Training section was established August 1, 1956. It was not fully staffed until November 1957.

Except for the Assistant Director, the members of this project have no direct administrative responsibilities. Duties assigned to the section were:

- 1) The Assistant Director is responsible for all programs, studies, and personnel training work for Extension in the State. He serves also as direct supervisor of the Programs and Training staff.
- 2) The Assistant Director gives specific assistance to the Director in coordinating the Extension program with the programs of other agencies such as SCS, ASCS, and FmHA.
- 3) The coordinator of Program Planning has the major responsibility for the study and analysis of situations and trends basic to making changes in Extension programs. This includes program suggestions on national, regional, and state levels.
- 4) In addition, the coordinator of Program Planning has direct responsibility for coordination of certain subject matter projects and teaching methods with both District Agents and department heads.

In the case of work with the District Agents, this coordination deals mainly with methods for getting the job done. With the department

ment heads, it refers in particular to individual projects where task force groups are assigned from several departments.

Specific examples of the work assigned under this heading include guiding Program Projection and the Great Plains planning programs in the state.

- 5) The Coordinator of Program Planning is also assigned to guide public policy information teaching in the state.
- 6) The Coordinator of Program Analysis is responsible for maintaining the master schedule.
- 7) The Coordinator of Program Analysis is responsible for preparation of state summaries, of county reports, and the analysis of reports on existing projects.
- 8) The Specialist in Extension Studies is responsible for making such studies as the Director may desire in evaluating existing Extension programs.
- 9) The Coordinator of Personnel Training is responsible for coordinating all training including:
  - a) Pre-service training in Extension Education leading to the qualification of applicants for Extension jobs in Kansas.
  - b) Induction and in-service training for Extension personnel both in subject matter and in methods.
  - c) Graduate requirements for Extension workers including the curriculum for

an M. S. in Extension Education at Kansas State University and help to our personnel in securing support for graduate work at other schools.

### **Rural Economic Development—1960**

In 1960, a program in Rural Economic Development was developed with the Agricultural Experiment Station. The Experiment Station had received a state appropriation to establish a pilot project.

The title of the program was changed several times and included Rural Areas Development, Community Resource Development, and by 1988 Community Development. It is a separate section in this history.

In 1961, an Extension Specialist was employed to conduct a program in Public Affairs under the supervision of the Assistant Director of Extension.

The activities and responsibilities of the Assistant Director of Extension became quite varied in an effort to meet the changing situations and needs of the people of the state. The areas of responsibility were:

- 1) Program Planning.
- 2) Personnel Training.
- 3) Extension Studies.
- 4) Rural Areas Development.
- 5) Public Affairs.

## **Extension Program Projection**

Extension program planning became known as "Program Projection" in 1956.

Prior to that time it had been conducted by C. R. Jaccard. In 1956 it was transferred temporarily to the program analyst, August 1, 1956, when Jaccard went on a special assignment with the Federal Extension Service for one year.

### **Program Development Suggestions—1956**

Before Jaccard left for Washington D. C., an evaluation conference was held with the County Extension Agents with whom he had been working. They brought out these points:

- 1) A greater appreciation of the function of program development committees and an increased respect for surveys had been developed by experience.

2) County Extension Agents desired assistance in analyzing and interpreting the data obtained from surveys.

3) Time for program development work could best be made available by planning a year ahead to include a survey and its analysis. Program development should be a part of the educational process in the county program. Certain Extension Specialists could be scheduled to work with county committees on the planning procedures.

4) Members of the County Extension Councils must thoroughly understand the objectives of program development.

The foregoing points served as guidelines for Extension Supervisors and Specialists as plans were made for program development work in additional counties.

A program development procedure was prepared in 1956 and refined and revised in 1957. It included the responsibilities of Agents, Supervisors, and Specialists, the place of surveys and other sources of data, and the steps in planning a long-time Extension program.

### **Program Surveys—1956**

Survey schedules were prepared in each of the project areas with the assistance of the Extension Specialists.

Upon his return from the Federal Extension Service in 1957, Jaccard developed a procedure to summarize the survey data with IBM equipment, a procedure that, for that time saved much time in analysis and interpretation of data.

### **Program Development in Counties**

Program development assistance to counties continued in the pattern established by Jaccard.

At least four counties started the program each year so each district would be completely planned by the end of five years. At this time a systematic review of county programs, then five years old, would begin.

Jaccard retired June 30, 1960, and Oscar Norby was assigned the responsibilities of program development.

On July 1, 1961, program development was transferred to the newly created Department of County Extension Operations.

## **Personnel Training**

The 1956 reorganization plan provided for a Coordinator of Extension Personnel Training.

### **First Training Coordinator—1957**

The position was filled on December 1, 1957 with the appointment of Leonard Neff, former District Supervisor, who had been on a two-year assignment with the International Cooperative Administration of the State Department (ICA), in the Philippines.

Neff's experience and teaching ability enabled him to organize a personnel training program with outstanding achievement. More progress was made in this area during 1958 than had been made in all the years since the close of World War II.

In his report for 1958, Neff stated:

The Kansas Extension Service made more progress in 1958 in providing adequate training for its staff than in the entire period following the close of World War II.

The war and the after effects of war disrupted a training program begun in 1940 when the first college course work in Extension Methods and the position of Assistant County Agent in training was established.

While the course work and Assistant Agent positions were resumed after the war, and although enough men were trained by course work in college to fill vacancies, only 30 percent of those who took the Extension course were employed by the Extension Service.

Only half of the Agents employed from 1947 to 1958 had the opportunity to train under an ex-

perienced Agent as an Assistant County Agent in training.

Many Assistant Agents had only one or two week's experience as Assistants before assuming the full responsibility of a County Extension Agent.

Twenty-one of the 44 Agents on the payroll July 1, 1958 who had Assistant Agent experience had one month or less of such experience; eight had from two to three months; seven had from four to six months; and only eight had more than six months experience.

The high rate of turn-over at that time was believed to be the price paid for this lack of training. Half of the 263 Agents employed from about 1955-65 resigned.

Two-thirds quit before they could learn how to be fully effective; 25 percent quit before they had served a full year; 20 percent resigned after one to two years and 19 percent within two to three years.

When the Division of Extension was reorganized effective August 1, 1956 it provided for an Assistant Director to be in charge of a section involving program planning, personnel training and Extension studies.

### **Personnel Training—1958**

The situation at the end of 1957 was reported as follows:

- 1) Although a course in Extension Organization and Policies had been available to students, only 30 percent of the men employed as assistant agents had taken the course.

- 2) Only half of the assistant Agents employed had an opportunity to receive training under an experienced Agent.
- 3) Many assistant agents had only two weeks of experience before assuming the full responsibilities of a County Extension Agent.
- 4) Lack of proper training was considered to be an important factor in the high rate of turnover among newly employed Agents.
- 5) By 1958, all County Extension workers had Bachelor's degrees and only one had a Master's degree. Practically all of the Central Office staff had earned Master's degrees and five had Doctor's degrees.
- 6) Only 115 of the 290 County Extension workers had attended a Regional Extension Summer School from 1950 to 1958. Of that number, 40 had left the Extension Service by 1958.

The 1956 reorganization plan provided for an Associate State Leader in Boys and Girls Club Work and a similar position in Extension Home Economics to aid in programs and training.

#### **New Training Coordinator—1961**

On September 1, 1961, Curtis Trent was appointed Coordinator of Extension Personnel Training following the retirement of Leonard Neff on June 30, 1961. Dr. Trent continued the development of the training program with additional emphasis on graduate work.

#### **Program Development Staff—1965**

Trent, Coordinator of Extension Personnel Training, accepted an assignment as Extension Adviser to the Nigerian government, which was part of Kansas State University's contract for technical assistance with that country.

Robert Johnson, Specialist in Extension Training at the University of Maryland, joined the staff as visiting professor for the period from September 1, 1965 to August 31, 1966 to serve in Trent's area of assignment.

Mae Baird, formerly State Leader of Extension Home Economics, returned from an assignment in India and resumed duties in the Kansas Extension Service as Coordinator of Extension Studies.

#### **Personnel Changes—1967**

Personnel of the Programs and Training Staff underwent several changes during the year. Curtis Trent returned from a two-year tour of duty with KSU-AID in Nigeria and resumed his position as Coordinator of Extension Personnel Training.

Warren Prawl was added to the staff as Training Specialist.

Ray Mann joined the staff as Coordinator of Extension Studies and devoted a large portion of his time to working with "self-evaluation committees."

Robert Johnson was granted leave without pay in order to serve as Extension Research Liaison Advisor with the KSU-AID Project in Nigeria.

#### **Professional Improvement Plan—1969**

A professional improvement plan for each member of the Extension staff had been under consideration for some time. The State Training Committee recommended that each County Extension Agent develop a professional improvement plan. The recommendation was approved by Extension Director Bohannon.

In 1969, a committee consisting of Frank Bieberly, Section Leader, Extension Agronomy; Curtis Trent, Coordinator of Personnel Training; William Borst, Extension Specialist, 4-H Nutrition Program; Eugene Ross, District Extension Supervisor; Shirley White, State Leader, Extension Home Economics; and Robert Johnson, Coordinator of Extension Studies, was appointed to work on the proposal.

In 1970 a form, based on recommendations of the committee, was developed by Robert Johnson to be used by Extension personnel in preparing their professional improvement plans.

The form, entitled "Long Time Professional Improvement Plan for Kansas Extension Personnel" was approved by the State Committee on Extension Training.

The Professional Improvement Plan included in-service training opportunities, self-study activities and graduate work. Graduate training included Extension summer and winter schools as well as courses taught during the regular term.

A list of suggested opportunities was provided and areas of subject matter that might be studied were suggested.

Advantages of professional improvement plans presented in the annual reports included:

- 1) Staff could commit themselves to a course of action and make plans to reach that commitment.
- 2) Supervisory and administrative staff could add their influence to helping staff meet professional improvement goals.
- 3) Opportunities for assistantships, grants and other awards could be channeled to those who had indicated an interest in a workshop, school or course of study.

- 4) With adequate lead time, necessary arrangements could be made so there was a minimum of interruption to the program. Staffing could be better planned to carry on the program in the absence of the person in training.
- 5) Credit for academic course work could be assured by providing adequate time for application to the graduate schools offering courses to be taken.
- 6) Annual leave could be carried over for use on professional improvement based on a request and supported by information related to the professional improvement opportunity.
- 7) With a plan, and commitments on the part of the staff member and his supervisor, procrastination became less likely.

Use of this form encouraged staff members to commit themselves to training at a certain date, combining good intentions with a procedure for implementing them.

The professional improvement plans were kept systematically for several years into the early or mid 1970's.

They were discontinued with a decline in emphasis on training and professional improvement of County staff, fewer staff members in Program and Staff Development, and, no one assigned responsibility for the program.

#### **Personnel Training Policy—1966**

The policies for training Extension personnel were set forth in a detailed statement in 1965.

The policy statement included:

Section A. The need for training.

Section B. Responsibilities for training.

- 1) The Director's office.
- 2) The coordinator of Extension personnel training.
- 3) The supervisor.
- 4) The subject matter specialist.
- 5) The training committee.

Section C. Types of Training.

- 1) Pre-Service training.
  - a) Purposes.
  - b) Current offerings at Kansas State University.
  - c) Junior assistant program — men, women.
- 2) Induction training.
  - a) Purposes.
  - b) For central staff.
  - c) County Extension workers—Agriculture, Home Economics, 4-H.
- 3) In-Service training.
  - a) Purposes.
  - b) Goals.
  - c) Objectives.

Section D. Provisions for Determining Needs.

Section E. Reports of Training Activities.

Section F. Provision for Incentive and Recognition.

Section G. Evaluation.

## **Pre-Service Training**

Pre-service training for future Extension workers was first provided in 1941 with a course in "Extension Organization and Policies," open to men and women students interested in Extension as a career.

It was taught by the Coordinator of Extension Personnel Training after that position was established. The course was not taught during World War II but was continued again in 1947.

A second course, "Extension Methods in Home Economics," was offered for women only. It was taught by the State Leader in Extension Home Economics.

Both courses could be taken for graduate credit.

#### **Extension Education Option—1950's**

A curriculum on Extension Education at the undergraduate level was never offered by Kansas State University. However, an "Option" in Home Economics Extension work was established in the late 1940's.

Sixteen electives were listed in the option. The State Extension Home Economics Leader advised students about appropriate courses to prepare to be a County Extension Home Demonstration Agent.

A committee studied the desirability of an Extension undergraduate option, and recommended that it be established in the School of Agriculture, but the suggestion was not followed.

In 1957 a questionnaire was sent to all County Extension Agricultural Agents to obtain their opinions about the courses they had taken that they felt helped them most as County Extension Agents.

Based on their replies, the following three-hour courses were recommended for an Extension Option for agricultural students interested in Extension as a career. Since the undergraduate Extension option was not approved, students interested in becoming Extension Agents were advised to take these courses:

- Extension Organization and Policies.
- Extension Methods.
- Rural Sociology.
- General Psychology.
- Persuasion (Speech Department).
- Radio Talk.
- Economics of the Farm Business.
- Plant Pathology I.
- Staple Crop Entomology.
- Choice of one Agricultural Engineering course.

In 1961, when Curtis Trent was employed to be Coordinator of Extension Personnel Training, he was employed eight-tenths time on Extension funds, and two-tenths time on Department of Education funds.

This allowed him to teach classes in Extension Education because federal funds could not be used for classroom teaching of students enrolled at the University.

Late in 1961, the two courses being offered undergraduates and graduate students, "Extension Organization and Policies" and "Extension Methods

for Home Economics," were revised and plans made for Dr. Trent to teach both courses.

The Home Economics methods course was changed to "Extension Teaching Methods," and was offered to both men and women. Previously the course had been offered to women only. During the 1961-62 academic year, 58 students enrolled in the two courses.

In May, 1962, a proposal for a Department of Agricultural and Extension Education was prepared and presented to the Director of Extension, who submitted it to the Dean of Agriculture.

The basic proposal was:

To combine the courses of study in Agricultural Education and Extension Education and establish a Department of Agricultural and Extension Education with dual assignments in the School of Education and the School of Agriculture. The plan would offer these advantages over the present arrangement:

- 1) Strengthen the teaching program in both fields through coordination and more efficient use of staff.
- 2) Make a closer tie between education and agriculture.
- 3) Give greater recognition for the course of study and more financial and moral support.
- 4) Make wider use of capable people in an advisory capacity.
- 5) Develop cooperation between Extension Agents, Vocational Agriculture Teachers and others across the state.
- 6) Provide for personal contact with large numbers of students thereby providing more selectivity in recruiting County Extension Agents and Vocational Agriculture Teachers.

No action was ever taken on the proposal.

## Extension Junior Assistants

Extension Junior Assistant positions were filled during summer months when sufficient funds were available. Students were employed for two months during the summer between their junior and senior years, to train with a Trainer Agent.

This provided students in the Junior Assistant program an opportunity to determine whether or not they desired to be an Extension worker.

The program also provided Extension Supervisors an opportunity to evaluate the Junior Assistant's qualifications for Extension work.

Most of the Junior Assistant positions were in Extension Home Economics, because funds for the program were limited and the need for Extension Home Economics Agents was greater than for Extension positions in agriculture or club work.

### Junior Assistant Programs—1940-1964

Home Economics, 1940. The junior assistant program in home economics was initiated in 1940. It was called the junior assistant program for women,

since women were in home economics and men in agriculture at that time.

Beginning in 1955 it was usually under the supervision of an Assistant to the State Leader/Assistant Director of Home Economics.

**Agriculture, 1964.** The Junior Assistant Program in Agriculture was started in 1964. Four men completed the program in 1964, three in 1965 and three in 1966.

The "men's" program (since women were not in agriculture at that time) consisted of three months of field training with an experienced and trained Agricultural Extension Agent. A suggested outline of learning experiences and a training guide was used.

For both programs the trainers were provided training in district meetings prior to the summer program, and in some cases in office conferences.

The program was more popular with women than men students because many men students reported having better paying job opportunities during the summer than was provided by the junior assistant program. Even though they may have been interested in Extension as a career, men students tended not to apply for this program.

A common problem with the Junior Assistant Program was that many of the students who were considered top candidates for County Extension Agent positions did not participate in the program, especially among those in agriculture.

The result was that some Junior Assistants were not selected for positions while students who had not been Junior Assistants were.

Although a complete record of Junior Assistant programs and participation was not available for the entire period of time, available information provided insight into the program.

#### **Junior Assistants To Agents—1955-68**

From 1955 through 1966, 123 Junior Assistants were trained in home economics, 64 were employed by the Extension Service and 26 were still in the Extension Service in 1966.

From 1964 through 1968 there were 19 men and 52 women who participated in the Junior Assistant Program. Four of the men and 20 of the women became County Extension Agents.

#### **Junior Assistants—1946**

Junior Assistants in training were given employment during the summer of 1946 at a salary of \$1,500 for the men and \$1,400 for the women. Seven

women and one man participated during the summer season between the junior and senior years of their college program.

#### **Junior Assistant Program—1966**

Thirteen women participated in the program. They enrolled in the College of Education in a course called "Practicum in Home Economics Extension" for three hours of University credit. The course was eight weeks in duration.

#### **Women Junior Assistants—1968**

In 1968 five women were selected for Junior Assistant County Extension Agent positions. In addition, three additional women lived at home and participated in the program in their home counties without a salary. One of the three worked under the College Work Study program.

All eight women enrolled in a course in Home Economics Extension Practicums and received five hours of credit from Kansas State University. The Junior Assistant Program was for two months and coincided with the dates of summer school at Kansas State University.

The five women received \$375 per month for the two month period. They attended a one week seminar at KSU, then went to a county for seven weeks and returned for a one week seminar on campus.

#### **Men Junior Assistants—1968**

During the summer of 1968 only three men were selected because of the limited budget. They served for three months, June, July and August, at \$425 per month. There was no academic credit for men who participated in the program.

Performance of all junior assistants was carefully evaluated by the District Extension Supervisors and District Extension Home Economists, the Coordinator of Extension Personnel Training and the State Leader of Field Operations.

#### **Junior Assistants—1971**

Eighteen college students at the junior level, sixteen women and two men, completed an eight week Junior Assistant training program in July and August. The women were offered eight hours of credit and the men five, in the colleges of Home Economics and Education, respectively.

The first week of the program was devoted to concentrated study and the last to evaluation of the experience. In addition to the objective of a general understanding of Extension, each student developed a project within low income, aged, youth or some other area of need.



Interviews of all trainees were held during the orientation week. Nearly all expressed a strong interest in Extension as a profession.

#### **Junior Assistants—1972**

The Extension Junior Assistant Program was conducted jointly by the Department of Extension Home Economics and the Office of Staff and Program Development in 1972. Three college juniors in home economics, from three different Kansas colleges and universities, participated.

The Junior Assistants received five hours of college credit in the Department of Adult and Occupational Education for the eight-week program.

They spent four days at Kansas State University, two days in orientation and two in evaluation of their experiences. The remainder of their time they worked in a county Extension office under a County Home Economist's.

All three of the Junior Assistants expressed a strong interest in future work as an Extension Home Economist.

#### **Junior Assistant Support—1970's-80's**

The Junior Assistant program became one for majors in home economics who were interested in Extension as a career, and was conducted by the Office of Extension Home Economics during this time.

An increase in work study funds at that time and through 1988 shifted emphasis to that program. With up to 20 work study students available in Kansas to interested counties, concern diminished for the Junior Assistant Program to provide summer help.

Intern programs were also sponsored from time to time, including a program by the College of Home Economics.

## **University/Home Economics Extension Clubs**

A counseling program on Extension as a career was begun for students in 1947, and continued through 1948, under the leadership of the Extension Training Committee. A meeting was held each semester, with an attendance of 60 or 70 students.

At these meetings talks were given by County Extension Agents who explained the nature of Extension work and their work as County Extension Agents. Students became enthusiastic about the meetings and expressed a desire to help plan them.

A committee of the Collegiate 4-H Club was appointed to work with the Extension Training Committee to plan the counseling and recruitment meetings.

At a meeting on May 10, 1948 it was suggested for the first time that an Extension Club be organized for students.

#### **Collegiate 4-H Club—1948**

During the summer and fall months of 1948, a Collegiate 4-H Club committee headed by Lloyd Wiseman discussed the feasibility of organizing a club for students interested in Extension work.

The committee met with the Extension training committee, Leonard F. Neff as Chairman; the Extension Agents Associations; officers of Epsilon Sigma Phi (the Extension fraternity), and others.

Encouragement was received from every organization contacted. A committee of eight students then drafted a constitution for the proposed Extension Club. On October 25, 1948, approximately sixty students adopted the constitution. Officers were elected on November 8, 1948. Seventy four students were listed as charter members.

The club provided an opportunity for students interested in Extension work to become better acquainted with each other and with Extension personnel. It provided leadership opportunities for students considering the Cooperative Extension Service as a career, served as a channel for learning Extension methods and promoted interest in Extension work.

When Kansas State College of Agriculture became Kansas State University in 1959, the name of the club was changed to University Extension Club.

#### **University Extension Club—1966**

The Annual Extension Report in 1966 stated that the University Extension Club met monthly during the academic year under the guidance of the Coordinator of Extension Personnel Training, Robert Johnson, and one District Home Economics Supervisor.

The monthly programs were planned to assist members to accomplish the following objectives:

- 1) Learn about the educational program of the Cooperative Extension Service.
- 2) Become acquainted with Extension personnel.
- 3) Develop leadership abilities.
- 4) Study the Extension Service as a possible choice of profession.
- 5) Become better acquainted with other students interested in Extension teaching

Eight student committees functioned during the academic year 1965-66. This was a practice that continued for several years. Members of the Extension faculty served as advisors.

Involvement of University Club members and Extension faculty in program planning and execution for the club resulted in increased membership and program participation.

In the mid 1960's the number of members in the University Extension club was in the forties. Attendance ranged from fifteen to thirty students.

The club provided the central office staff of the Extension Service with an opportunity to meet prospective Extension workers as early as their freshman year in college.

Extension District Supervisors discussed employment opportunities with the club members.

The Extension Club continued to function for several years. Meetings were held monthly during the academic year.

The club was discontinued in the early to mid 1970's because of a decline in interest on the part of students, and the issue raised by the Extension administration concerning the amount of staff time involved for the results achieved.

Also, affirmative action hiring procedures were then being followed and participation in the club had less influence on a student's opportunity for employment in the Extension Service.

### **Home Economics Extension Club—1966**

In the 1960's and 70's, Home Economics Extension majors enrolled in an Extension option in the College of Home Economics, later the College of Human Ecology.

In 1966 the majors met monthly under the guidance of the Assistant to the State Leader, Extension Home Economics Phyllis E. Kemp, who was in charge of the Junior Assistant program.

The 1966 Annual Extension Report listed opportunities the club provided for students, including:

- 1) An opportunity to learn more about Extension programs in Home Economics through a series of speakers from the home economics Extension faculty.
- 2) An opportunity to discuss Extension programs, to plan and prepare exhibit materials.
- 3) An opportunity to work cooperatively as a group.

The Home Economics Extension Club functioned as one of the special interest groups in the College of Home Economics, now the College of Human Ecology. Jereldine Howe was one of the Extension Specialists in Home Economics who served as advisor to the group.

At that time there was an Extension option and those students participated in the club. They generally met monthly, invited Extension personnel in for programs, made short trips to Extension activities, and became more familiar with Extension education.

In the mid 1980's, students interested in Extension work began to major in home economics education rather than Extension education because it increased their job opportunities and still qualified them for Extension work.

The Extension option as a major was discontinued in 1987 and the interest group disbanded.

## **Induction Training**

The Induction Training program that was developed in 1958 included an eight-months training program, with these provisions:

- 1) Field experience with a specially trained experienced Agent.
- 2) Classroom teaching by members of the Central Extension Staff, providing instruction in methods and subject matter.
- 3) Periodic examination to stimulate recall and evaluate the learner's progress.
- 4) Administration of the Missouri County Agent Inventory to all Agents by the Kansas State University Counseling Center.

### **Five Weeks Training—1958**

A system for training new Agents was developed in 1958 and became effective on July 1.

Classroom teaching in induction training was divided into five one-week training periods. The first week was designated as "Orientation." The other four sessions were called "Induction" training.

An effort was made to make new appointments effective the first of each month, and all new appointees were given the Orientation course before reporting to their county for field training. The salary and expenses of Assistant Extension Agents in Training were paid from state funds.

All new Agents were required to complete the training through the first eight months of their employment. The training plan included:

- 1) One week of orientation; an introduction to Extension work, policies, etc.
- 2) Four weeks of induction training, the sessions to teach phases of communications, including basic, oral, and written communications, and use of audio-visual materials; Extension organization, policies and operations; and one section in subject matter training.

The formal training just mentioned was supplemented with field experience as an Assistant Extension Agent. Agricultural Extension Agents worked eight months with one or more experienced Agents.

Because of the demand for Extension Home Economics Agents, Assistant Agents in that field worked with an experienced Agent only six weeks if they were a Kansas State graduate who had enrolled in the Extension courses, or eight weeks if they were recruited from a college other than Kansas State College of Agriculture and Applied Science.

The Assistant Agents' salaries and travel expenses were paid by the State Extension Service, not the county.

### **Induction Conferences—1964**

Conferences with Agents completing the Induction Training Program were made an official part of the Induction Program in 1964 and continued in 1965.

The District Agricultural Agents and the Assistant Director of Extension met with graduating Agents, discussed the Agents' strengths and weaknesses with them and counseled with them on future training needs.

### **Induction Training—1966**

Each newly employed Extension worker, beginning the first day he was on the job and continuing throughout the first year of employment, received intensive training. County Extension Agents received five weeks, and state workers four weeks of training.

**Objectives:** To help the new Extension employee:

- 1) Reach a maximum level of production in the shortest period of time.
- 2) Understand the mission and goals of the Cooperative Extension Service.
- 3) Understand his or her function and role as an employee of the Cooperative Extension Service.
- 4) Strengthen the knowledge and skills necessary to work in an efficient and effective manner.
- 5) Develop a "feeling of belonging" to an important educational institution.
- 6) Understand and appreciate the relationships of 4-H work, home economics and agriculture to the total Extension program.

### **Induction Study Units**

A series of five study units was provided for all new Extension workers. They included:

#### **Unit I—Orientation (County Extension Workers)**

#### **Objectives:**

- 1) Knowledge of the history and development of the Cooperative Extension Service.
- 2) Understanding the organization of the land-grant university, and the place of Extension in its organizational program.
- 3) Knowledge of the organizational arrangements for the Cooperative Extension Service.
- 4) Understanding the scope of the Kansas Extension Service.
- 5) Knowledge of the job of the county Extension worker.
- 6) Understanding:
  - a) Use of the penalty mail privilege.
  - b) How Extension publications are used.
  - c) Personnel benefits.
  - d) Filing system.
  - e) County finances and budgets.
  - f) Reporting.

- 7) Understanding the procedure of Extension programming.
- 8) Knowledge of the Kansas Extension law, and how it operates at the county level.
- 9) Understanding the responsibility of the central Extension staff for the 4-H program.
- 10) Understanding the procedures for preparing Extension publications.
- 11) Knowledge of the contents and uses of the project agreements.
- 12) Understanding the role of the central faculty in county programming.
- 13) Understanding the procedures of scheduling county programs.
- 14) Understanding the civil defense program.

**Unit II — Basic and Written Communications**  
(County and State Faculty)

**Objectives:**

- 1) Expand concept of the meaning of communication.
- 2) Better understanding of the interactions that take place in social action as changes are made in a community.
- 3) Increased understanding of how adults learn, and of some barriers to adult learning.
- 4) Skill in writing straight and feature news articles, in writing news columns on meetings, quoting authorities, and in providing educational information.
- 5) Increased knowledge about ways of improving mass media coverage by working with editors and proper use of news photos.

**Unit III — Oral and Visual Communications**  
(County and State Faculty)

**Objectives for oral communications:**

- 1) Some ability to prepare and give four types of speeches:
  - a) Presiding function.
  - b) Introductory speech.
  - c) Presentation speech.
  - d) Acceptance speech.
- 2) Knowledge of essential elements of the platform speech, and the extemporaneous speech.
- 3) Ability to use proper grammar.

**Objectives for visual communications:**

- 1) Knowledge of the application of visual communication theory to Extension teaching.
- 2) Show ways to add to this learning process.

**Unit IV — Technical Subject Matter and Teaching Methods** (County and State Faculty)

**Objectives:**

- 1) Knowledge of new research on theories of adult learning.
- 2) Knowledge of selected methods of Extension teaching:
  - a) Method Demonstration.
  - b) Result Demonstration.
  - c) Tours and field trips.
  - d) Assembly.
  - e) Farm and Home Visits.
  - f) Discussion (Group, Symposium, Panel).
- 3) Some ability to select useful teaching methods for various audiences, types of meetings, and various teaching objectives.
- 4) Understanding the importance of training local leaders.
- 5) Some ability to use the various methods in teaching recreation.

**Unit V — County Organization and Operations**  
(County Faculty)

**Objectives:**

- 1) Understanding of County Extension organization and operations
  - a) The Extension Council.
  - b) Advisory Committees.
  - c) Executive Board.
  - d) Programming and plan-of-work.
  - e) Financial forms and statements.
- 2) Community recreation, and place of trained leadership in the Extension program.

Forty new county Extension workers completed the five units during the year.

New central staff members participated in orientation training with the county Extension workers during January, March, May, and September.

During the year each Induction Training unit (session) was under observation and constant evaluation. Each trainee was given an evaluation of each unit followed by an informal discussion evaluation meeting of the instructors.

The evaluations resulted in making the following changes:

- 1) The addition of a session in "orientation" on "The Scope of the Kansas Extension Service."
- 2) Emphasis on teaching methods in Unit IV in addition to emphasis on subject matter.

- 3) Deletion of all central faculty member conferences with trainees during induction training sessions.
- 4) Two days of separate programs for county and state faculty during orientation.
- 5) More clearly defined learning objectives, and improved teaching plans.
- 6) Improved physical facilities for teaching in 1967.

### **Orientation Training—1971**

The 1971 Annual Report stated:

New Extension Agents come into the profession from a variety of disciplines and with varying degrees of experience. It is necessary to provide

training during their first year of employment that helps them better understand their role in the Cooperative Extension Service.

Three orientation training sessions and two induction training sessions were conducted in 1971. Subject matter included organization, principles, policies, philosophy, communications, programming and other relevant topics.

A total of 53 new county Extension workers participated in these sessions from July 1, 1970 through June 30, 1971, 21 men and 32 women. Twenty of the fifty-three, 11 men and 9 women, graduated from orientation and induction training that fiscal year.

## **In-Service Training**

In-service training provided more specific subject matter emphasis related to the specific job assignments of the trainees.

### **Agriculture**

Procedures for determining training needs were as follows:

- 1) Agents made requests for Specialist assistance and for training by Specialists on form KSU 10, 7a, b, c, d. Forms are returned to the district Agents.
- 2) District Agents classified the requests and forwarded them to the appropriate state and section leaders.
- 3) State and section leaders forwarded the requests to the appropriate Extension Specialists. Specialists recommended training based on requests and suggested further training. These recommendations were made to the state and section leaders.
- 4) Training needs were reviewed by department heads. They determined what training was to be offered, who would conduct it, who would be required to attend, and who could attend on an optional basis.
- 5) A checklist of the proposed training was then sent to the Extension Agents in the counties. The response to the checklist determined specific training to be given during the year.
- 6) Training meetings were organized, published and sent to the Extension staff.

### **Home Economics**

The general plan was:

First year — Induction training

Second year — Purposes: To train new

Agents in areas of subject matter in which pre-service training was inadequate.

Subjects offered included:

- 1) Canning and Freezing.

Purpose: To help homemakers understand the principles, techniques, methods and materials used in canning and freezing foods, and to apply the principles, techniques, methods, and materials for canning and freezing foods.

- 2) Getting the most out of your sewing machine.  
Purpose: To provide training for Extension Home Economics Agents in care and use of the sewing machine, conducted by the educational supervisor of the Singer Sewing Machine Company and 4-H Specialist.

- 3) Experienced Extension Home Economics Agent. Refresher Training (all Agents with two or more years of service)

Purpose: To keep Extension Home Economics Agents up-to-date on research and new developments in subject matter and methods, and to interpret the research and developments: to discuss implications for county programs.

- 4) In-Depth Training (related to county programs, and needs of Extension Home Economics Agents— for Agents with two or more years experience, selected by Extension Home Economics Agent in consultation with District Extension Home Economics Agent).

- 5) Ages and Stages of Development.

Purpose: To train Extension Home Economics Agents for teaching a series of six lessons

on ages and stages of mental and physical development to homemaker groups.

6) Income Management Workshop.

Purpose: To help homemakers and/or young couples understand income management principles and practices which they may apply to their management problems.

Lesson I. You and Your Decisions—Your Money.

Lesson II. You and Your Decisions—Your Family Budget.

Lesson III. You and Your Decisions—A Look at Consumer Credit.

Lesson IV. You and Your Decisions—Using Credit? Which Source? What Does It Cost?

Lesson V. You and Your Decisions—When You Buy Life Insurance.

Lesson VI. You and Your Decisions—When You Buy Casualty Insurance (property, automobile).

7) First Year Color in Clothing and Home Furnishings.

Purpose: A comprehensive study of color. A three year training program for selected Extension Home Economics Agents. A pilot training project.

8) Second Year Color in Clothing and Home Furnishing.

Purpose: (Continuation of the first year of training.) Extend the first year of color training into the areas of color and texture in clothing and home furnishings.

Purpose: Gain knowledge of an ability to interpret and apply housing research and subject matter. Develop ability to promote good housing through a vital program of housing education.

10) Foods and Nutrition—Program for Young Homemakers.

Purpose: To give assistance in planning and subject matter for a series of lessons on foods and nutrition for young homemakers' groups. Four lessons in the series.

11) Pattern Alteration and Fitting.

Purpose: To train Extension Home Economics Agents in new developments in pattern standards and in new methods of altering patterns to fit individual figure variations.

12) Unit Method of Clothing Construction.

Purpose: To train Extension Home Economics Agents in new construction techniques, and applied time and motion principles in planning and conducting workshops for home sewers, especially young homemakers.

13) Program Development.

Purpose: Understanding the theory of evaluation and its application to the home economics Extension program.

#### 4-H Programs

The 1966 training program was developed by the staff of 4-H and Other Extension Youth Programs Department, conferring with the appropriate subject matter Specialists in Agriculture and Home Economics.

Opportunities used for 4-H training in 1966 included the following:

- 1) Orientation training.
- 2) Induction training.
- 3) Special Agent training workshops.
  - Series of four two-day workshops on "Getting the Most Out of Your Sewing Machine."
  - Series of four one-day meetings on "Conservation of Natural Resources."
  - Series of eight one-day meetings on "4-H Foods and Nutrition Programs."
  - Series of one-day meetings on "4-H Tractor Care Project."
- 4) Training of 4-H Specialists in office and field conferences and meetings with individual County Extension Agents or teams of County Extension Agents.
- 5) Two special one-day workshops on 4-H programming principles under the leadership of Marjorie Dunn and Charles Bates for County Extension Agents in District I.
- 6) Training of County Extension Agents in connection with state or district events primarily held for training of adult volunteer leaders, including the following:
  - State Leaders Conference
  - District Leaders Conference at Scott City.
  - County Chairmen Training Clinic.
- 7) Training of County Extension Agents in connection with state or district events primarily held for training of 4-H members, including the following:
  - Round-up.
  - Kansas State and Mid America Fairs.
  - State Junior Leaders Conference, Health Camp, Conservation Camp, and Music Camp.

- American Royal 4-H Conference
- 8) Training at Annual Extension Conference.
- 9) Training by means of monthly publication of a "Tip Sheet" specifically for County Extension Agents.

- 10) Training by means of preparation of a series of lessons for use by County Extension Agents in county leadership training.
- 11) Person-to-person correspondence with individual Agents by 4-H Specialists and State leaders.

## Graduate Training

Several options were also made available to Extension personnel to obtain additional training in adult education methods and in specific subject matter areas.

The College of Education, in cooperation with the Extension Division, offered graduate work leading to the Master of Science degree in Extension Education.

The program was designed for Extension workers who were, or expected to be, engaged in supervisory, administrative, or county extension agent positions and who wished to receive broad training in the fields of education, communication and social science.

Some of the students who participated in the Masters degree program in Extension Education included:

- a) M.S. degree:
    - Jimmie W. Smith
  - b) M.S. degree with a minor in Extension Education
    - Larry Hinnergardt, Army Research Laboratory, Boston, Massachusetts.
    - Everett Browning, Extension Editor, New Mexico State University.
    - James Marshall, Vocational Agriculture Instructor, Kansas.
    - Dominador S. Perdido, Araneta University, Philippines.
    - Amira El-Bassuony, Institute of Training and Research, Cairo, Egypt.
  - c) Ph.D. with a minor in Extension Education
    - John Landers (Oregon).
- 3) Degrees received by Kansas Extension personnel in 1966:
- George Ahlschwede, M.S., Extension Education, Kansas State University.
  - Donald Esslinger, M.S. Extension Education, University of Maryland.

Charles W. Smith, M.S., Extension Education, Colorado State University.

Jimmie W. Smith, M.S., Extension Education, Kansas State University.

Ben McKay, M.S., Extension Education, Colorado State University.

Jimmy Kibby, M.S., Agriculture Education, Oklahoma State University.

Mariellen Jones Appleby, M.S., Extension Education, University of Maryland.

Dan L. Pherigo, M.S., Extension Education, Oklahoma State University.

Eugene Ross, Ph.D., University of Wisconsin.

Dale Apel, Ph.D., University of Chicago.

### New Agent Training—1940

In 1940, six Assistant County Extension Agent positions were authorized, two in each of the three administrative districts. The training period was limited to six months.

If a vacancy did not occur for which an assistant was qualified, that person was dropped from employment at the end of the six months of training, a policy that was questioned at the time.

At the close of the training period a rating was obtained from County Extension Agents, Extension Specialists and others with whom he had worked, and kept for future reference.

A series of six training outlines was developed by Leonard Neff, District Supervisor in the Southwest District. The outlines had a companion list of questions to be answered by the trainee, in these areas.

- 1) Extension Organization and Policy.
- 2) Extension Methods.
- 3) Planning and Program Building.
- 4) Office Ethics and Relationships.
- 5) Practice Program in Extension Methods.
- 6) Office Organization.

Each Agent in training completed one of the outlines at the end of each month. At the end of two months of training, the Assistants were brought to the College for one week of intensive training by the District Extension Agents.

The training program was discontinued during World War II due to the shortage of available men to employ. It was not continued after the War.

#### **Training In County Reduced—1942**

In 1942, the period of training for Assistant Agents was reduced from six months to three. Ratings of the trainee by supervisors, Trainer Agents, and others with whom the Assistant had worked were continued.

When a vacancy in a County Extension Agent position occurred, the District Extension Agent was given the ratings of the three highest rated Assistants eligible for employment and a selection made from that list. Deviation from this procedure was possible only with permission of the Director of Extension.

#### **Agents in Training—1946**

The number of trainees in the three-month train-

ing program for Assistant Agents returned to more normal proportions in 1946 after the close of World War II.

In 1946, 15 men and six women received training. Seven of the men were employed as County Agricultural Extension Agents, three as County Club Agents, one as a temporary dairy Specialist, one returned to college for graduate study, one was employed by the Kansas Chamber of Commerce, one joined the Soil Conservation Service, and one returned to the home farm.

In 1946, the men in training were paid a salary of \$2,000 per year and the women \$1,800. When the three-month training period was completed, if a vacant position was not available, the trained Assistants were transferred to a position of Assistant Agent at large and paid a salary of \$2,400 for the men and \$2,200 for the women.

#### **Training Programs for New Agents—1958**

A revised system for training new Agents was developed in 1958. All new Agents were required to complete the training through the first eight months of their employment, as previously discussed under Orientation Training.

## **Trainer Agent Training**

In 1959, a program for training the Trainer Agents was initiated. The purpose was to better train the Assistant Agents about the responsibilities of a County Extension Agent.

The tendency had been to overload the Assistant with chores and work assignments without adequate learning experiences.

A workshop for District Supervisors was conducted by Asst. Director Wilber Ringler to clarify the training responsibilities of the supervisor.

The system of Trainer Agents working with Assistant Extension Agents to become professional workers continued over nearly two decades.

#### **Train Supervisors and Agents—1960's**

A workshop for District Supervisors was conducted by the Assistant Director, Wilber Ringler, to clarify the training responsibilities of the supervisor.

Trainer Agents were invited to attend a one day training school each year. To facilitate continuity, topics for the training program were established for several years. They were:

1964 - Supervision.

1965 - Teaching and Learning.

1966 - Personnel Management.

1967 - Methods of Teaching Adults.

Trainer Agents were selected by the Extension District Agricultural Agents and the Extension State Leaders in subject matter fields.

In 1964 they received training in supervision, as scheduled in the training plan.

#### **Trainer Agent Training—1965**

A one day training school for fifty-nine Trainer Agents was held during the summer. Emphasis was on the teaching-learning process and evaluation. Trainer Agents revamped the guides, one for trainers and one for trainees.

#### **Trainer Agent Training—1966**

Eighty-nine Trainer Agents from agriculture and home economics were trained at four district meetings. Emphasis in the training was on personnel time management. This was the third year in a four year program of training.



Teaching objectives for the Trainer Agent training were:

- 1) Understand the principles of time management related to planning and execution of the Trainer Agent training program.
- 2) Ability to plan training program using the county plan-of-work as basis for training.
- 3) Knowledge of the methods and techniques Extension Agents use in managing their professional time.
- 4) Understand the revised guides for Assistant Extension Agents in training.

The four district meetings were conducted by the District Agricultural and Home Economics Agents; Wilber Ringler, Assistant Extension Director; and Robert Johnson, Coordinator of Extension Personnel Training.

### **Trainer Agent Training—1968**

Five training schools were held in 1968 at Manhattan, Independence, McPherson, Dodge City and Wakeeney. Trainer Agents were selected and invited to attend. The objectives for the day were:

For participants to:

- 1) Increase their understanding of the Kansas Extension Service preservice and induction training program.
- 2) Understand more clearly the educational role of the Trainer Agent, which involves:
  - a) The basic purposes of education.
  - b) Motivation for learning.
  - c) How adults learn.
- 3) Have the opportunity to discuss mutual problems related to Trainer Agents and share ideas.

The 1968 Trainer Agent training sessions were on "The Trainer Agent as a Supervisor." Wilber Ringler, Assistant Director of Extension, and Curtis Trent, Coordinator of Extension Personnel Training, presented an overview of the induction training program.

"The Functions of Supervision" were discussed by Oscar Norby, State Leader, Field Operations. "The Trainer Agent as a Supervisor" was discussed by Shirley White, State Leader, Home Economics.

At each of the locations a group of Trainer Agents were selected to present information on:

- 1) How to develop desirable attitudes in trainees regarding Extension and Extension work.
- 2) How to evaluate the trainees work.
- 3) How to counsel with the trainees on personal problems.
- 4) How to assist the trainees in developing meaningful learning experiences.

### **Certificates for Trainer Agents—1960's**

Certificates of recognition for services as a Trainer Agent were presented to Trainer Agents. Certificates carried the signature of the Director of Extension, the Assistant Director for Programs and Training, and the respective District Agricultural Agent.

### **Drop Trainer Agent Training—1960's**

After several years of training Trainer Agents the original objectives had been rather well accomplished, though there was a continuing need for this type of training. Many County Extension Agents had received training for the role as a Trainer Agent.

The large number of people who had been placed on the list of Trainer Agents was a problem. Many of them had participated in training several times but had not been assigned a trainee. This had caused some concern on their part.

Being on the list of trainers had become an honor and Agents tended to feel offended if they were not on it. There was also a change in philosophy in Extension administration toward training, giving it less emphasis.

District Extension Agents expressed concern about the competitive feeling among Agents about wanting to be trainers, the large number of Agents who wanted to be designated as trainers compared to the number needed, the time required to train staff who would not be trainers, and how to avoid hurt feelings among Agents.

Consequently, the decision was made by the Extension administrative group to discontinue Trainer Agent training for a time. It was not started again through the period of this report, (1988).

## In-Service Conferences/Schools

In 1923, the District Extension Agents reported that several series of district conferences had been held to give County Agents refresher work in subject matter including poultry husbandry, dairying, crop production, soils, and insect and plant disease control.

In their annual report for 1925, the District Extension Agents stated:

The only opportunity employed agents had for professional improvement was the small amount of training received at the annual conference or at district conferences.

Assistant Extension Agents employed were assigned to work with experienced Agents in counties and encouraged to absorb as much information as possible while serving as an assistant.

### Regional Ext. Summer Schools—1937

Regional Extension Summer Schools were first established in 1937, one in each of the four Federal Extension Service regions.

Kansas Extension workers most frequently attended the schools at Fort Collins, Colorado, or at Madison, Wisconsin at that time. There was also a regional Extension School at Cornell University, New York.

The school nearest Kansas was at Fort Collins, Colorado, conducted from June 19 to July 9 in 1937.

Kansas Extension personnel who attended the school that year were:

V. E. McAdams, Barber County  
George Sidwell, Rice County  
Earl Wier, McPherson County  
Carl Conger, Stafford County  
Sherman Hoar, Barton County  
R. W. McBurney, Mitchell County  
E. O. Graper, Smith County  
Robert Fort, Saline County  
John Harmon, Wilson County  
W. W. Zeckeser, Butler County  
Earl Teagarden, District Agent

### Regional Extension Summer Schools—1938

The Kansas Extension personnel who attended the Extension Summer School at Colorado State University during the three-week session in 1938 were:

Laura Willison, Sedgwick County  
Ella Meyer, Rice County  
Dorothy Bacon, Smith County  
Iva Holladay, Leavenworth County  
Mabel Smith, Asst. State Club Leader  
Ed McColm, Meade County  
Frank Zitnik, Rush County  
Ben Kohrs, Gray County  
J. D. Smerchek, Sumner County  
Hal Eier, Engineering Specialist

### Extension Summer School, KSU—1938

On April 10-13, 1939, Kansas State Agricultural College (KSAC) held its second school to provide professional improvement for Extension workers, with the cooperation of the Program Study and Discussion Section of the United States Department of Agriculture.

The theme of the program was, "What is a Desirable National Agricultural Program?"

The topics and speakers were:

"The Significance of the Closed Frontier," by Walter Prescott Webb, Department of History, University of Texas.

"Agricultural History in America," by Edward Everett Dale, Department of History, University of Oklahoma.

"The Rise of Capitalism," by E. L. Schaub, Department of Philosophy, Northwestern University.

"The Corporation in Modern America," by Walter Prescott Webb.

"The Business Cycle," by Eugene Altschul, Department of Economics, University of Minnesota.

"The Conflict of Social Values," by E. L. Schaub.

"The Psychology of Adjustment," by Paul Kruse, Graduate School Education, Cornell University.

"Economic Nationalism," by Eugene Altschul.

"A Desirable Rural Society," by Paul Kruse.

"Agriculture and Industry," by Edward Everett Dale.

"Coordination of Rural Activities," by Carleton Ball, TVA Coordinator, USDA.

Similar schools were conducted for Extension workers at KSAC on a voluntary attendance basis for another year or two and then discontinued.

**Regional Extension Summer Schools—1939**

During the summer of 1939, the following eight persons attended the Regional Extension Summer School in Colorado:

- J. Harold Johnson
- Sam Alsop
- Gertrude Greenwood
- Ruth Crawford
- Velma Huston
- J. Edward Taylor
- H. O. Wales
- Sherman Hoar

Regional Extension Summer Schools continued, 15 to 20 Extension workers attending each year for many years.

Extension summer and winter schools served as stimuli to Extension personnel to do additional graduate work.

**Regional Extension Summer Schools—1953**

In 1953, Leonard Neff, District Supervisor in the Southwest District and Chairman of the Training Committee, observed that only 20 percent of all Extension workers had attended a regional summer school and of those who had attended some had not exhibited the use of the information supposedly obtained by such instruction.

**Communications Training—1950's-60's**

Training in Communications was given all Kansas Extension personnel—Basic Communications in 1958, Oral Communications in 1959, Written Communications in 1960, and Audio-Visual Aids in 1961.

Beginning in 1961, all phases of communications training were made a part of Induction Training for all new employees.

**Training Survey—1958**

Late in 1958, a questionnaire to County Extension Agents requested the type of in-service training they desired. Training requested, in order of priority, was:

- 1) New research information.
- 2) Practical application of principles.
- 3) Basic principles in subject matter.
- 4) Planning events, such as meetings, tours, and schools.
- 5) Analysis of a situation to determine problems, solutions and objectives.
- 6) Reporting results of Extension work.

- 7) Locating and establishing demonstrations.
- 8) Three other training needs—conducting events, meetings, and schools; evaluating project development; and handling special and unusual cases—were ranked about equal in importance.

Thus, Extension Agents were asked to help determine the in-service training that should be provided Agents. These interviews also made the Specialists mindful of additional training they could give.

**Limit on In-Service Training—1959**

In-Service Training for County Extension Agents was a continuing problem for Extension District Supervisors because of the large number of days County Extension Agents were out of their counties for training schools of various kinds.

In 1959 a limit of 15 days was placed on in-service training for Agents employed in a county. Certain training was required by the Extension District Agents, but the Agents had a choice of other training schools.

The choices were made prior to the time of scheduling Specialists into the counties, so the Extension Agents were assured that they would be free at the time of the training sessions.

**Regional School Scholarships—1959**

In 1959, 30 scholarship grants of \$100 were made available from federal funds as payment on the expenses of county Extension personnel who desired to attend Regional Extension Summer Schools.

After a provision of 30 grants and the liberalization of the leave privileges, attendance at the regional schools increased materially.

The number attending such summer schools and workshops from 1958 to 1964 were:

Year	Central Personnel	County Staff
1958	9	1
1959	38	1
1960	16	1
1961	21	3
1962	30	2
1963	31	26
1964	18	6

**Extension Winter Schools—1962**

About 1962, two winter Extension schools were established, one at Tucson, Arizona, and one in Georgia.

The extent of participation by Kansas Extension workers in the regional schools varied from year to year. The three-week schools seemed to place a great demand upon the time of many Extension workers.

#### **Graduate Credit/Sabbaticals—1960's**

The regional schools provided an opportunity for County Extension Agents to secure several hours of

graduate credit, which made it possible to complete requirements for a Master's degree in one semester and a summer school.

Several Agents took advantage of that opportunity, using their sabbatical leave for a longer period of enrollment. In 1962, for example, five County Extension Agents and two Specialists earned a Master's degree.

## **In-Service Training**

In-Service Training for Agents and Specialists included Basic Communications given by a team of four specialists who had received special training at the University of Wisconsin, National Project for Agricultural Communications.

#### **Two-Day Agent Training Schools—1960**

In 1960 and later years, two-day specialized training schools were conducted on a district basis for County Extension Agents, on topics such as farm management, marketing, and mechanical feed handling.

One-day schools were conducted for outlook information, 4-H Club work, and other topics. Specialized schools were conducted each year in various areas of home economics.

#### **Professional Improvement Plan—1962**

In 1962, Assistant Extension Agents were to prepare a written professional plan upon completing the five-week induction training program. The purpose was to help new Agents begin to think ahead, explore possibilities, and plan for future professional improvement.

## **Graduate Study**

#### **Extension Graduate Work at KSAC—1949**

After a number of conferences with members of the Department of Education and the Graduate Council, a plan was developed to offer a Master's Degree in Extension Education in the Department of Education at Kansas State Agricultural College, with Extension personnel cooperating in counseling and instruction of students.

In 1949, a Master's degree in Extension Education was offered for the first time by the Graduate Council. The program was revised in 1955 and again in 1958.

Since no department in the University had a major field of study in Extension Education, the area of study for the Master's degree was spread over several departments.

These included Education and Psychology, Physical Education, Speech, the Institute of Citizenship, Economics and Sociology, and Child Welfare and Euthenics.

The first Kansas Extension worker to receive a Master's degree under this plan was John Hanna, Assistant 4-H Club Leader, in 1954.

#### **Graduate Study—1950's-60's**

Director Harold Jones was a strong proponent of professional improvement and graduate programs for Extension personnel, as was the first Assistant Director of Extension Wilber Ringler and the Coordinators of Training.

More liberal leave privileges provided opportunity for an Extension worker to attend one of the regional summer schools and secure three credit hours of graduate work, without unduly interfering with regular work or with annual leave.

#### **Purpose of Graduate Training—1963**

In the 1963 annual report of the Coordinator of Personnel Training, the purposes of graduate training were stated as:

- 1) Self-improvement.
- 2) Possible financial betterment or salary increase.
- 3) To raise the academic level of the Extension staff and the University.
- 4) To prepare Agents for greater responsibility and/or leadership in Extension.
- 5) To develop a deeper understanding and an appreciation for research and evaluation.

**Sabbatical Leave—1958**

Sabbatical leave privileges were extended to County Extension Agents in 1958 during Director Harold Jones' administration, following a study of leave privileges granted in other states.

As a result, the interest in graduate study increased greatly. For example, during 1963, seven Central Staff members and ten County Extension Agents used their sabbatical leave privileges to do graduate work.

During the late 1950's and into the 1960's, Extension personnel were gradually added to the Graduate Faculty of Kansas State University.

Fourteen State Extension Staff members were on the graduate faculty in 1963. They were also assigned counseling responsibilities with graduate students interested in Extension Education.

**Academic Degrees—1958-84**

The Doctorate degree was earned by the following Extension staff members:

- 1958—Wilber E. Ringler, Assistant Director of Extension.
- 1961—Paul W. Griffith, Associate Director of Extension.
- 1961—Oscar W. Norby, Coordinator of Extension Program Planning.
- 1961—Kenneth E. Thomas, Director of Radio Station KSAC.

1963—Vera M. Ellithorpe, Specialist in Home Management.

1964—Norman V. Whitehair, Assistant Head, Extension Department of Agricultural Economics.

1964—Glenn Busset, Assoc. State 4-H Leader.

1965—Bob Newsome, County Ext. Agent.

1966—J. Dale Apel, Extension 4-H Specialist.

1970—Lawrence Cox, District Ext. supervisor.

1974—Dick Jepsen, Ext. Engineering Specialist.

1984—Marilyn Stryker, Ext. Clothing Specialist.

The number of Extension staff members earning a Master's degree, the number on leave for graduate study, and the number attending the Regional Extension Summer Schools or other short sessions were:

Master's degree earned:

Year	Co. Ext. Agents	Super-visors	Special-ists	On Leave
1958	0	4	0	0
1959	2	1	1	13
1960	8	1	0	13
1961	2	0	1	12
1962	5	0	2	17
1963	6	1	2	17
1964	3	0	0	N/A

**State Training Committee—1962**

In the summer of 1962, the Director of Extension approved a proposal to establish a statewide training committee on Extension Personnel training.

The primary purpose of the committee was to study, review and evaluate the existing Extension program in relation to the needs of the people and staff, and to make recommendations for a longtime Extension training program.

The committee was organized in October, 1962 with responsibilities to:

- 1) Advise on training.
- 2) Analyze the overall training needs within the organization and determine those having priority for the year.
- 3) Develop a recommended training program and a plan for meeting training needs at all levels in the organization.

- 4) Review the total training program annually, evaluate it, and report to Extension administrators on evidence of results achieved.

From its inception the committee received the guidance and counseling of the Assistant Director of Extension, Wilber Ringler, and the Coordinator of Extension training, Curtis Trent, and later Robert Johnson.

The state committee had four subcommittees: Pre-Service, Training, Induction Training, In-Service Training, and Graduate Training.

**Changes in Induction Training—1963**

In 1963, as a result of the recommendations of the State Training Committee, the following changes strengthened the Induction Training program:

- 1) KSU graduates in Extension Home Economics were exempt from the Orientation training.

- 2) A one-day training program for Trainer Agents was scheduled on a district basis for June 1964.
- 3) Instructors in the Orientation Training program prepared materials to be used in a booklet for reference by participants and instructors.
- 4) The Department of County Operations drew up a new set of criteria for use in selecting Trainer Agents.
- 5) A guide of learning experiences was developed for trainees.
- 6) Reading assignments became a part of the Induction Training program.
- 7) Agents participating in the Induction Training schools were given an opportunity to evaluate the training given. As a result, several adjustments were made in the training program.
- 8) An Orientation Program for new Central Staff members was approved.
- 9) A new bulletin on Oral Communications was written by Curtis Trent and Robert Coppersmith and used in 1964.
- 10) A new publication, "Lay Leadership in Extension," was used in the Induction Training schools.

### **Training Philosophy—1960's-70's**

An intensive effort to improve and strengthen training was made in the early 1960's. The Annual Report in 1967 said of training:

A strong personnel training program is essential to the efficient operation of any educational organization.

This philosophy permeates the entire Kansas Cooperative Extension Service and accounts for the fact that Kansas can boast one of the most intensive Extension personnel training programs in the United States.

Progress in the area of personnel training during 1967 can be attributed to an active State Training Committee and expanded efforts on the part of administrators, specialists and district supervisors.

### **Subcommittee Responsibilities—1962-69**

Responsibilities of the subcommittees as reported in the Annual Extension Report of 1965 were:

The subcommittees will assume full responsibility for submitting the recommendations to the general committee concerning the action phase

of the programs. Subcommittees will report twice a year to the general public, once in the fall and once in the spring.

It will be the responsibility of the subcommittees to study and make recommendations in those areas suggested by the general committee and to suggest methods for improving and further developing the training programs in these areas.

The general committee will have the function of advising, encouraging, supporting and making recommendations for further action or disposition of findings and recommendations of the subcommittees.

Members of the general committee will serve on the subcommittees.

Each sub-committee was charged with the responsibility for:

- 1) Defining the area of training.
- 2) Listing the purposes.
- 3) Defining the present situation.
- 4) Identifying and stating problems.
- 5) Deciding on priority problems and offering solutions.
- 6) Offering general recommendations.

### **Training Committee Report—1965**

The purposes of the State Training Committee were further clarified in a report to Director of Extension Harold Jones in 1965:

- 1) To study, review and evaluate the existing Extension program in relation to the needs of the people and staff and make recommendations for a Long-Time Extension Training Program.
- 2) To serve in an advisory capacity to Extension Administration by providing counsel and recommendations for integrating and continuing Extension Training at all levels within the organization.
- 3) To continue and improve the two-way channel of communications through which suggestions and questions concerning Extension Training of all staff members may receive proper consideration by a committee representing all levels and areas within the organization.

### **Training Committee Membership—1962-69**

There were 21 Extension personnel on the State Extension Training Committee. There were six permanent representatives on the committee on the basis of position and 15 representatives appointed for four year terms.

#### Positions of Members with Four Year Assignments:

- Two Agents who recently completed Induction Training.
- Two District Home Economics Agents.
- Continuing Education.
- County Home Economics Agents Association.
- County Agricultural Agents Association.
- County Club Agents Association.
- District Agricultural Agent.
- Two Trainer Agents (Man and Woman).
- Agricultural Specialist.
- Home Economics Specialist.

Area Specialist.

Member of Communications Team.

#### Positions of Permanent Members:

- Administrative Advisor (Assistant Director of Extension).
- Coordinator of Extension Personnel Training.
- State Leader, Field Operations.
- Two Assistants to the State Leader, Home Economics.
- State Club Leader.

Officers for the Training Committee were Chairperson, Vice Chairperson and Secretary and the same for each of the four subcommittees, for one year terms.

## Training Subcommittee Purposes/Actions—1966

### Pre-Service Training Purposes

- 1) To interest prospective students in coming to Kansas State University.
- 2) To maintain Extension contacts with students at Kansas State University.
- 3) To establish a broad undergraduate curriculum for prospective Extension personnel

### Pre-Service Training Priorities

- 1) Kansas State University should supply enough graduates to staff the county vacancies in the state.

### Pre-Service Training Solutions

- 1) Establish an Extension option under the general agriculture curriculum.
- 2) Revise the Extension brochure for agriculture.
- 3) Continue sending copies of letters to prospective Kansas State University students to Extension agents.
- 4) Recommend to National Education Loans that Extension work be considered teaching, and that Extension agents be eligible for such loans.
- 5) Encourage associate membership in Extension Club.
- 6) Study ways to more closely identify the Extension Club with the Collegiate 4-H Club.
- 7) Show Extension exhibits in Waters Hall, Justin Hall, and in the Student Union.
- 8) County Extension workers contact students home for the summer to help with Extension activities.

### Pre-Service Accomplishments—1966

- 1) Dean of Agriculture established a committee to investigate an option in the agriculture curriculum suitable for students interested in Extension education and related fields.
- 2) Extension brochure for agriculture was revised and published.
- 3) National Education Loans for Extension workers have been approved by Health, Education, and Welfare providing Extension personnel are listed as faculty in higher education.
- 4) Exhibits were shown at the Activities Carnival, Ag. Science Day and Hospitality Day (Home Economics).

### Induction Training Purposes

- 1) To provide the new Extension worker with the facilities, relationships and experiences that will enable him/her to develop full potential as an Extension worker.

This involves development of desirable attitudes, work habits, skills, and techniques. It also permits the trainee to determine if he/she is suited for Extension work and gives Extension administrators an opportunity to evaluate the trainee as a permanent employee.

### Induction Training Priorities

- 1) Different trainee and trainer agent guides are used for men and women.
- 2) Many Extension agents do not have a long time plan for professional improvement.

### **Induction Training Solutions**

- 1) Develop one trainee and trainer agent guide to be used for both Home Economics and Agriculture.
- 2) The development of a longtime professional improvement plan for all Extension workers.

### **Induction Accomplishments—1966**

- 1) One guide has been prepared for Agriculture and Home Economics trainees to use in field experience.
- 2) State Committee has been authorized by Extension administration to develop a form and suggest a procedure for implementing professional improvement plans with all Extension faculty.

### **In-Service Training Purposes**

- 1) Fill gaps in previous preparation.
- 2) Develop ability to carry out Extension programs.
- 3) Stimulate continued growth of Extension personnel.

### **In-Service Training Priorities**

- 1) Extension personnel lack sufficient guidelines to determine individual competencies in in-service training needs.
- 2) The program emphasis of the Cooperative Extension Service has not been completely spelled out and communicated.
- 3) Many Extension workers do not have a clear concept of what is expected of them in their jobs; nor do they have a clear-cut standard by which to measure their own performance.
- 4) Adequate opportunities for Extension workers to become aware of their real training needs have not been provided.
- 5) Supervisors need to spend more time counseling with individual workers on training needs.

### **In-Service Training Solutions**

- 1) Finalize job descriptions and individual position descriptions.
- 2) Develop standards of performance which Extension workers will accept.
- 3) Use a self-evaluation device for county workers prepared by administrators, supervisors, specialists, and agents.
- 4) Develop a self-evaluation device for central staff members.

### **In-Service Accomplishments—1966**

- 1) Job descriptions for county agents, district agents, specialists, and administration have been completed and a tentative report published. Preliminary plans have been made to implement individual position descriptions in 1967.
- 2) Committees are studying various evaluation forms from other states and discussing the areas appropriate to Kansas.

### **Graduate Training Purposes**

- 1) Self improvement.
- 2) Possible financial betterment of salary increase.
- 3) To raise the academic level of the Extension faculty and the University.
- 4) To prepare faculty members for greater responsibility and/or leadership in Extension.
- 5) To develop a deeper understanding of an appreciation for research and evaluation.

### **Graduate Training Priorities**

- 1) County executive boards lack knowledge of:
  - a. Merits of advanced work including an advanced degree.
  - b. The values the county receives from the agent's improvement through advanced study.
  - c. Salary ranges for agents across the state.
  - d. Personnel qualifications.
  - e. The agent's relationship to Kansas State University as a faculty member.

### **Graduate Training Solutions**

- 1) A committee develop a statewide plan for the implementation of the brochure for informing the County Executive Board.
- 2) Immediate steps be taken to establish a curriculum in Adult and Extension Education in the College of Education that will utilize the necessary interdisciplinary resources of the University.
- 3) A long time professional improvement plan be required of all Extension personnel.

### **Graduate Training Accomplishments—1966**

- 1) A brochure outlining the values of graduate training for county Extension personnel has been prepared and printed



and will be used by district agents, Executive Boards, Extension Councils.

- 2) The faculty of the training section met with the Dean of the College of Education and explored the possibility of establishing a curriculum in Adult Extension Education.

### **Program & Staff Development Accomplishments—1962-68**

- 1) Assisted in starting a Junior Assistant Program for men.
- 2) Developed guides for Agents-in-Training.
- 3) Developed guides for Trainer Agents.
- 4) Developed outline of learning experiences for Agents-in-Training.
- 5) Developed performance evaluation forms for Agent-in-Training.
- 6) Initiated policy of allowing college credit for Junior Assistant work.
- 7) Drafted statewide training policy for Administrative Handbook.
- 8) Developed brochure explaining need for continuing staff education.
- 9) Developed policy of graduate credit for induction training program.
- 10) Developed revision of recruitment literature.
- 11) Developed list of qualifications for Trainer Agents.
- 12) Developed an organized training program for Trainer Agents.
- 13) Developed series of summer school courses in agricultural subject matter for County Extension Agents.
- 14) Encouraged the service option within various departments of the Colleges of Agriculture and Home Economics.
- 15) Supported efforts toward establishing PhD program in Adult Education in the College of Education.
- 16) Initiated idea that Extension workers should be considered "teachers" and thereby eligible for the forgiveness clause in the NDEA Student Loan Program. U.S. Office of Education ruled that Extension workers were eligible for the "write-off." All Kansas universities, except Kansas State, accepted the ruling in 1968.

### **Training Committee Charter—Rev. 1968**

The original charge assigned to the Extension Training Committee was revised in 1968 as follows:

- 1) To study, review, and evaluate the existing Extension program in relation to the needs of the people and staff and make recommendations for long-time Extension training programs.
- 2) To serve in an advisory capacity to Extension Administration by providing counsel for an integrated and continuing Extension Training program at all levels.
- 3) To continue and improve the two-way channel of communications through which suggestions and questions concerning Extension Training (of all staff members) may receive proper consideration by a committee representing all levels and areas within the organization.

### **Role of Training Committee—1969**

Staff development became an integral part of the Extension program by 1969, with evaluation and re-evaluation of the training assigned to the State Training Committee.

Active sub-committees functioned in the areas of pre-service, in-service, induction, and graduate training.

They attempted to identify problems of importance in their respective areas, suggested possible solutions, and established priorities.

Two or three major problems were identified by each sub-committee, priority problems were identified by the total committee or the problems were ranked, and the ranked list of problems was submitted to the Director for his consideration.

Action of the State Training Committee was ongoing and added stability and depth to the training program. In 1969 it submitted a total of 20 recommendations for training.

While there were often administrative reasons why all of the recommendations could not or should not be implemented, nevertheless they often resulted in modifications of policy or procedure which strengthened the training of staff.

### **Identify Training Problems—Mid 1960's**

Priority problems were identified by the Extension Training Committee each year. The priority problem in 1965 was County Executive Boards' lack of knowledge of:

- 1) Merits of advanced course work including an advanced degree.
- 2) The value the county receives from the Agent's improvement through advanced study.

- 3) Salary ranges for Agents across the state.
- 4) Qualifications of personnel.
- 5) The Agent's relationship to Kansas State University as a faculty member.

In 1966, the top priority problems of each sub-committee were presented to the total committee and that list ranked in order of priority. The list of problems identified and submitted to Harold Jones, Director of Extension for his consideration were:

- 1) Long term professional improvement plans be required of all Extension personnel.  
(Graduate Sub-Committee)
- 2) Many Agents do not have a long time plan for professional improvement. (Induction Sub-Committee)
- 3) There is need for a study of state Extension staff Specialist training needs. (In-Service Sub-Committee)
- 4) Recommend that immediate steps be taken to establish a curriculum in adult and Extension education in the College of Education that will utilize the necessary inter-disciplinary resources of the University. (Graduate Sub-Committee)

- 5) There are different trainee and trainer agent guides for men and women. Need to have one trainee and trainer agent guide for all Agents.
- 6) Extension personnel lack sufficient guide lines to determine individual competency and in-service training needs.
- 7) County Executive Boards lack knowledge of:
  - a) Merits of advanced course work including an advanced degree.
  - b) The value the county receives from the Agent's improvement through advanced study.
  - c) Salary ranges for Agents across the state.
  - d) Qualifications of personnel.
  - e) The Agent's relationship to Kansas State University as a faculty member.
- 8) Kansas State University is not supplying enough graduates to staff the vacancies in the county Extension staffs. (Pre-Service Sub-Committee)

Recommend a committee develop a statewide plan for the implementation of the brochure developed for informing the county executive boards, and that the plan be implemented.

## Extension Program Analyst

On August 1, 1956, Earl Teagarden, former District Agricultural Extension Agent, was appointed to the position of Extension Program Analyst. The title was changed to Coordinator of Extension Program Analysis on December 1, 1957.

### Specialist Duties of Analyst

The Extension Program Analyst was also assigned special responsibilities including:

- 1) Preparation of the Master Schedule; chairman of the schedule committee.
- 2) Chairman of the Reports and Plans of Work Committee.
- 3) Preparation of copy for the Extension Council Handbook.
- 4) Substitution for a District Extension Agent who was ill; and for another on study leave.
- 5) Physical operation of Umberger Hall.
- 6) Assistance with duties of the Associate Director who was on sabbatical leave:
  - a) Interpreted federal and state legislation,

- regulations and policies on fiscal and personnel matters, including such things as insurance, retirement, travel, etc.
- b) Guided action on federal compensation, tort claims, legal actions and similar matters.
- c) Certified educational expenses for income tax deductions.
- d) Validated service for former employees.
- e) Reviewed out-of-state travel, honorariums, and personnel appointment minutes.
- f) Organized and directed the educational program for the government-wide health benefits program.
- 7) Organization of the annual Extension conference program.
- 8) Assistance to the Director for the State Extension Advisory Committee meeting.

Because of the time involved in special assignments, Extension studies were not always completed as planned.

## Extension Studies

### Early Extension Studies

Studies to determine the progress of Extension programs were made prior to 1956 by District Extension Supervisors and Specialists who were interested in the results of some particular phase of their program.

Extension Studies completed between 1957 and 1962 included the following:

In 1957:

- 1) Progress of the Balanced Farming and Family Living Program.
- 2) Status of County Extension Program Development.
- 3) Trends in Methods Used by County Extension Agents.
- 4) What Our Annual Reports Tell Us.

In 1958:

- 1) How County Agents Spent Time Out of Their Counties.
- 2) A Study Among All States Relative to Their Policies Governing Annual Leave, Sick Leave, Sabbatical Leave and Study Leave.
- 3) Further Analysis of Data in Annual Reports to Determine How the Extension Methods Used Could Be Made More Effective.
- 4) A Time-Use Study with County Personnel to Determine the Correlation between the Use of Time and Program Objectives.
- 5) A Time-Use Study with Supervisors and Specialists to Determine the Amount of Time Devoted to Teaching and Agent Leader Training.
- 6) A Study to Determine the Attitudes and Activities of County Extension Council Members Toward Their Responsibilities in Planning Programs.

In 1959:

- 1) The Amount of Time County Agents Devote to Fairs, Shows and Achievement Days, Including Planning and Judging.
- 2) The Amount of Time Specialists Devote to Fairs, Shows and Achievement Events, Including Planning and Judging.
- 3) The Amount of Time State Staff Members Devote to Regional and National Committee Meetings and Other Meetings.
- 4) The Number of Revisions in Dates on Field Schedules, 1957-58 Year.

- 5) The Amount of Time County Extension Agents Devoted to Working with Public Agencies During the 1957-58 Report Year.
- 6) An Analysis of the Master Schedule Dates for the Year 1958-59.
- 7) An Analysis of the Amount of Time County Extension Agents Devote to Work Outside Their Counties.
- 8) Tenure of Assistant County Agricultural Agents.
- 9) Salary and Tenure of County Extension Agents.
- 10) The Response of County Extension Council Members to Benefits Gained from the Extension Program, and Suggestions for Improvement.
- 11) An Attitude Survey (Prepared by the Federal Extension Service).
- 12) County Office Survey (Prepared by the Federal Extension Service).

In 1960:

- 1) "Extension and You;" a Follow-up of the Attitude Survey Made in 1959.
- 2) Status of the Farm and Home Development Program.
- 3) Out-of-Pocket Costs of the Summer Conferences.
- 4) Analysis of Salaries and Tenure of County Extension Agents.
- 5) The Amount of Time County Agents Devote to Work Outside Their Counties.
- 6) The Effect of the Loss of a 4-H Club Agent in a County.

In 1961:

- 1) Analysis of Salaries and Tenure of County Extension Agents.
- 2) An Evaluation of Agent Training Methods.
- 3) Training in Subject Matter Desired by County Agricultural Agents.
- 4) Training in General Areas Desired by County Extension Agents.
- 5) 4-H Club Facts and Trends in Membership and Leadership.
- 6) Size of Farms and Trends in Size, by Counties.
- 7) Size of Farm Income by Economic Classes, by Counties.
- 8) The Purpose of Field Visits as Scheduled by Specialists.

- 9) Population Trends; by Counties, Rural and Urban.

In 1962:

- 1) An Analysis of Salaries and Tenure of County Extension Agents.
- 2) The Distribution of Agents' Time among Adult Work, YMW Work, and 4-H Club Work; and among the Projects Listed in the Federal Statistical Report Form.

- 3) Status of the Farm and Home Development Program in Kansas.
- 4) The Amount and Distribution of County Agents' Time Devoted to Activities Outside of the County.
- 5) An Analysis of the Field Time Scheduled by Specialists for the Year.
- 6) A study of pre-service training of County Extension Agents appointed during the past two years.

## Some Significant Studies

Extension Studies benefits varied according to the nature of the study. Some of the more significant were:

1958-2:

Study of County Extension Agents Personnel Benefits.

The study among the states to determine policies relative to annual leave, study leave and sabbatical leave revealed that Kansas was far behind many states in the leave privileges granted to County Agents.

Based upon data in the study, the Director of Extension formulated a leave policy which provided for one month of annual leave, sabbatical leave for County Extension Agents, and special study leave.

The University administration approved the more liberal leave policies and since that time many County Extension Agents have used the privileges to do graduate work and earn advanced degrees, thus extending their training for Extension work.

1957-1 and 2:

Study of Balanced Farming and Family Living.

The studies revealed the progress, or lack of progress, in the programs studied. Such studies served to call attention of Extension workers to the status of programs which had been given passive consideration but which were expected to make steady progress.

1959-1 to 3:

Time Devoted to Fairs, Shows, Achievement Days, Regional and National Meetings, etc.

The time-use studies brought to the attention of Extension workers the amount of time devoted to activities outside their jurisdiction, much of which time did not contribute to further progress of Extension programs.

1959-9:

Salary and Tenure of County Extension Agents.

The study of salaries and tenure of County Extension Agents provided data for County Executive Boards when they requested information about salaries being paid as compared to other counties. The available information usually provided the incentive to increase the salaries being considered.

Supervisors became aware of the discrepancies existing between the salaries of Agents with ten or more years of experience and the manner in which newly employed Agents, in a very few years, caught up salary wise with Agents who had been employed ten or more years.

1960-6:

The Effect of the Loss of a 4-H Club Agent in a County.

Eight counties lost club agents in 1960 due to shortage of funds. A study of those eight counties revealed that the remaining two Agents shifted from 25 to 30 percent of their time from adult work to 4-H Club work.

The club program did not deteriorate because of the loss of a Club Agent. On the other hand, the adult program activities decreased.

1961-2 to 4:

Studies of Training of County Extension Agents.

The studies on Agent-training revealed that the Agents valued most highly subject-matter training at district meetings for Agents only. Second in preference was the Regional Summer School of three weeks duration.

Next in order were news letters from specialists, state-wide training schools for Agents, conferences with District Supervisors, and farm or home visits with a Specialist.

The training methods mentioned were more strongly emphasized with a resulting efficiency in the use of time by the Specialist or other trainers.

The studies on the content of the training desired by the County Extension Agents had Agricultural Extension Agents rank training desired. The rank order for subject matter was: weed control, general outlook information, farm management, livestock research results, beef cattle feeding and management, and livestock grading.

In general areas, County Extension Agents ranked topics for training as follows: Keeping the filing system up-to-date, Preparation and presentation of radio programs, How to select and train leaders, Photography, How to motivate people, Preparation and use of annual reports, Preparation

and organization of teaching materials, and How to write a County Extension program.

1961-6,7 and 9:

Trends in Size of Farms, Farm Income and Population.

Pertinent data from the Federal 1960 Census was placed into comparative and usable form for use of Extension personnel.

Those studies included: trends in size of farms, farm income, and population trends. All data were placed on state maps by counties.

The purpose of Extension studies was to assist Extension personnel by bringing relevant trends and other information to their attention. The overall objective was to improve the effectiveness of the Extension Service program in Kansas.

## RURAL AREAS DEVELOPMENT

### Economic Situation Projects—1950's-60's

The Agricultural Experiment Station made a study of the economic situation in Kansas in the late 1950's. The Extension Service assisted in the educational phases of the project.

The Assistant Director of Extension supervised the educational phases of the study. In 1960, he made the following statement about the Kansas situation:

Kansas agriculture has been changing rapidly over the past fifty years. The changes, while making many people wealthy and secure, have also made many farms subsistence or marginal units which cannot provide an acceptable living level for the families which operate them.

Increasing farm size has reduced the number of farms. Increased capital requirements have made farming increasingly more inefficient for operators with limited capital. New crops have been tried but they have largely been new yield increasing varieties of the crops traditionally grown in Kansas.

Kansas farmers are becoming increasingly anxious to make changes and to adapt to a world which is changing more and more rapidly. The rationale is that by preparing for change, the change will come easily. The broad objectives of this project include the preparation for a changing world.

This study represents a new approach to the problem of agriculture and rural living. Whereas most work is based on a particular farm business, this project examines the agriculture of an area.

While many studies confine themselves to adjustments within agriculture, this project examines changes as they affect agriculture, the community and governmental functions at the local levels.

One of the major objectives of this project is to carefully examine all resources available to farmers and to communities, then suggest alternative methods of developing those resources so that they may provide increased income, more stable incomes and more satisfactory community services.

## Methods Used in Economics Project

The method used to study the economic situation in Kansas was to study areas of the state. Twelve homogeneous areas were delineated.

Within each area an intensive study was made of one county and extrapolations made from that county to the entire area.

In addition to agriculture, sociology and government were also studied.

A large volume of data was collected by personal interviews with non-farm households, businesses, general farmers, and farmers who were considered outstanding.

Data were also available from the State Board of Agriculture, the Federal Census, and similar sources.

Interviews were conducted by trained Extension

staff members and representatives of the departments of economics, sociology, political science and industrial engineering.

Analysis of the data was completed by Experiment Station personnel.

#### **Rice County Pilot Study—1960**

A pilot study was made in South Central Kansas in Rice County as a county representative of the area. Two Specialists were employed by the Extension Service to work on the project in 1960, and a third in 1961.

The Extension Specialists and Experiment Station research workers attended a Regional conference on Rural Development held at Lincoln, Nebraska early in October, 1960.

In 1961, the results of the analysis of data were discussed with leaders in Rice County, where an Agricultural Development Association had been organized.

The leaders of that organization took the lead in an educational program to make maximum use of the study.

#### **Neosho County Study—1961**

A study was made in Southeast Kansas, with Neosho County as the representative county. That area was considered to have the most acute problems related to agriculture and agricultural communities.

The farming units were small and inefficient, with many individual farmers unable to make a satisfactory living.

#### **Economics Program Requirements—1961**

By the end of 1961, certain needs in the program procedure became evident. These included:

- 1) Interest had to be developed more strongly at the local level.
- 2) Research findings of existing situations, and an understanding of the suggested alternatives for solving local problems, would be the stimulating force for implementing local action.
- 3) The support of local leaders, groups and agencies was needed to implement action for the benefit of the individuals, communities, and areas within Kansas.
- 4) Full cooperation of all Extension workers, research workers, and agency personnel was essential for success of the program.

By 1962, procedures had become fairly well established. Two Extension Specialists worked

out of the State Office. Two Area Specialists were employed and stationed in the field—one stationed at Hutchinson to serve 12 South Central counties, and one at Concordia to work with three organized irrigation districts in North-Central Kansas.

That Extension Specialist was employed for a five-year period with funds granted by the Bureau of Reclamation.

#### **Objectives of the Program**

Research done by Experiment Station economists, sociologists, political scientists, and industrial engineers had these objectives:

- 1) To learn about the changes that science had brought to Great Plains agriculture.
- 2) To learn about present and future impact of those farm organization and income changes on off-farm employment levels and wages, on service agencies and industries, on government units and revenues, on structure and function of commodity organizations, on population movement, and on social patterns.

#### **Post Card Survey—1962**

A post card survey was used to determine the boundaries of all the trade areas within a specific region.

About one-third of the urban and rural families living within the region were asked to identify the towns where they went for goods and services like food, clothing, machinery, livestock, feed, fuel, church, school, medical attention, and recreation.

Business and civic leaders were very much interested in the trade areas plotted by the procedure mentioned.

#### **Educational Program—1962**

The educational responsibilities, in 1962, included:

- 1) Provide advice and suggestions on patterns of committee organization, representation, and methods of procedure.
- 2) Help local people identify alternative solutions for their community and area problems.
- 3) Give factual information to the committees and assist with the local program.
- 4) Help local groups inventory resources and determine how to put them to the most productive use through the preparation of a resource development plan.

## State Rural Areas Development Committee

In 1962, a State Rural Areas Development Committee (RAD) was organized to serve as an advisory group to review the administrative and technical aid activities of the local RAD programs, and to receive Resource Development plans and refer them to appropriate governmental agencies.

Committee membership included wide representation from agriculture, business, industry, labor, religion, education, civic groups, state agencies, state officials of Federal agencies, and Kansas State University. The Director of Extension was elected chairman of the committee.

### Counties in RAD Program—1962

Counties in the RAD program were made eligible for loans to aid in the development of projects that would improve the economic status of the counties and their population.

The 23 Western counties of Kansas were included in the 1962 study and program.

Their projects included:

- 1) Planning projects to develop a medical clinic.
- 2) Organizing a county-wide cooperative feeder pig program.
- 3) Establishing a bull-testing station.
- 4) Initiating a request for technical grant to study recreation and tourism potential in waste strip-pit area.
- 5) Proposing a junior college for Northwest Kansas.

Three counties—Rice, Cherokee and Crawford—were designated for participation in the Area Redevelopment Administration program.

Each of the three counties developed an approved overall economic development plan.

Projects planned and/or completed included:

- 1) Study feasibility of a county unit road system.
- 2) Organize Cow Creek and Little Arkansas River Watershed districts.
- 3) Develop an intensive quality swine producing and marketing program.
- 4) Establish an irrigation demonstration farm. Expand production of Christmas trees.
- 5) Expand facilities for soybeans processing. Establish a nut processing plant.
- 6) Establish a nut tree experiment station and tree nursery.

### RAD in Central Kansas—1963

In 1963, the Rural Area Development program was initiated in 29 additional Central Kansas counties. This program was under the supervision of the Area Extension Specialist stationed at Hutchinson after December, 1962.

Similar procedures to those that had worked in the previous years were used. These were:

- 1) Delineate trade areas.
- 2) Hold educational meetings.
- 3) Plan action.
- 4) Schedule follow-up sessions.

### SC Area Development Advisory Committee

An area development advisory committee of 24 members was organized and met monthly to:

- 1) Help leaders become acquainted with each other and their work so they could be of greater assistance to each other.
- 2) Inventory resources of the area.
- 3) Inventory problems of the area.
- 4) Encourage development of human and physical resources of the area.

Each member of the Area Development Advisory Committee served on one of four subcommittees: recreation, education, motivation and agriculture.

County Development Board meetings were held in each county to consider:

- 1) Factual information about county resources and the economic and social situation.
- 2) Advantages and disadvantages of county development programs.
- 3) Small group discussions on county needs.
- 4) Procedure for organizing a development program.
- 5) Organization of local leaders into committees.

### Area Development Workshops

Two area development workshops were conducted for personnel in Extension, Farmers Home Administration, Agricultural Stabilization and Conservation Service, Soil Conservation Service, Chambers of Commerce, and county leaders.

County leaders included representatives of banks, newspapers, businesses, professions, local government, farmers, homemakers, and others. The two workshops were attended by 160 people.

### **North Central Kansas RAD—1962**

In North Central Kansas after September 1962, the Area Extension Specialist located at Concordia conducted the program in cooperation with three irrigation districts—Bostwick, largely in Republic County; Kirwin in Rooks and Osborne counties; and Webster in Graham County.

Area farmers were converting from dry-land to irrigation farming by leveling land, planning irrigation systems, and reorganizing farms.

The achievements included:

- 1) Inventories of resources.
- 2) Five beef-feeding demonstrations established.
- 3) Potato production for potato chips demonstrations.
- 4) A 40-acre apple production demonstration established.
- 5) Studies of the impact of irrigation on the economics of the area.
- 6) Seed corn production potential in exploration stage.

An area advisory committee was organized in the North Central Counties to provide guidance and prepare an annual plan of work.

The program as developed related to the programs of other agencies including the Bureau of Reclamation, Soil Conservation Service, County Soil Conservation Districts, Agricultural Stabilization and Conservation Service, Farmers Home Administration, Local Credit Agencies, and the County Rural Areas Development Committees.

### **North Central Economic Changes**

Some of the economic changes in the North Central Area were:

- 1) Twelve new fertilizer businesses.
- 2) Seed corn production, with \$120,000 sales annually.
- 3) Increased use of electricity - \$40,000 annually.
- 4) Six elevators installed feed mixing facilities.
- 5) Six elevators constructed or remodeled.
- 6) Approximately 50 new jobs created by 1964.

## **PUBLIC AFFAIRS**

Public Affairs, prior to 1961, were handled, as time permitted, by C. R. Jaccard, Specialist in Land Use Planning and Coordinator of Extension Program Planning until his retirement in 1960.

### **Ext. Specialist in Public Affairs—1961**

On July 1, 1961, Robert J. Bevins was employed as Extension Specialist in Public Affairs and began the difficult task of developing a Public Affairs program that would be acceptable to his co-workers and the people of Kansas with whom he would work.

### **Extension Public Affairs—1961**

After the Specialist studied the Kansas situation, and the organizations with whom the program could be coordinated, the following proposals for action were made:

- 1) Train County Extension Agents to increase their competence in public affairs education.
- 2) Keep County Extension Agents up to date on governmental programs.
- 3) Keep County Extension Agents and Specialists aware of developments in agricultural policy through news media and publications.
- 4) Assist with workshops in public affairs when invited by County Extension Agents.

- 5) Help develop relevant materials for use in the home economics program.
- 6) Establish contact with farm and farm-related organizations interested in public affairs education and be ready to serve as a consultant in public affairs education.
- 7) Prepare discussion materials for use by Agents.
- 8) Supervise the distribution of the Farm Policy Forum.
- 9) Develop liaison with other Extension workers, particularly those in marketing, farm management and area development. Also establish contact with economists, sociologists, political scientists, and others who may be able to contribute materials and insights to help develop the Kansas Public Affairs Extension program.

In 1962, the Extension Specialist reported an increased understanding of public affairs education on the part of all Extension personnel. County Extension Agents reported 1,321 days devoted to public affairs education.

Timely information on the farm programs was appreciated by the Agricultural Extension Agents. Information concerning legislation on relevant topics was also made available to them for discussion groups.



## Regional Public Affairs Program

At the invitation of Colorado, the Extension Public Affairs Specialist participated in a conference to consider establishing a regional public affairs program.

A proposed program for the Great Plains states was developed and presented to the Directors of Extension at a Great Plains Council meeting.

The proposal was approved and further planning scheduled, with Oklahoma and Kansas collaborating on one section of the program.

By the end of 1963, the Public Affairs program had developed around the following areas:

- 1) Economic Growth - Many supporting efforts were made to Economic Community Development. The Extension Specialist prepared a publication, *Wheat, People and the Plains*, a series of five fact sheets intended as resource materials for groups interested in in-depth discussion of wheat, and the complex problems related to it.
- 2) Education - Educational opportunities that might be encouraged through economic growth in community development, and job opportunities for youth, were injected into many discussions involving public affairs.
- 3) Taxes - No organized meetings for a study of taxes were held but a publication was planned for use by discussion groups.
- 4) Relationship between Agriculture and Non-

agriculture - Increased in importance as a natural result of discussions dealing with agricultural policy and economic growth.

- 5) Agricultural Policy - Received major attention of the Extension Specialists and Agricultural Agents. Methods used included news articles, radio and television discussions, speeches, and counseling with agricultural leaders. Keeping farmers up to date on the provisions of the farm program took a major effort.
- 6) International Trade - A lesson guide on the European Common Market was prepared for home economics study groups and was distributed nationally to selected leaders by the Federal Extension Service.
- 7) Foreign Policy - A program called "Great Decisions" was a major effort in the area of foreign policy. The program was supervised by the Department of Continuing Education. The University of Missouri promoted the program in the Kansas City area, and Wichita State University in the Wichita area.

All activities were directed to help County Extension Agents stay informed and be fully competent to lead discussions involving public policy.

***Contributing Authors. The primary contributing authors to this summary of education programs and activities in Extension Programs, Training, and Studies from 1940 through 1964, was Earl H. Teagarden, and from 1965 through 1988, was Robert Johnson, Extension Training Specialist.***

**A complete list of personnel involved in Extension Program Planning, Personnel Training, Extension Studies, Rural Areas Development, and Public Affairs is included in Volume II, Chapter 6, Extension Personnel, pp. 75-76.**