MISSOURI'S NEW EXTENSION DIVISION

The unique characteristic of our times is the explosion of knowledge. Our research activities have been so successful that we have been getting a 100 per cent increase in the body of knowledge every 10 years or so. The experts tell us that we are due now for another 100 per cent increase in the body of knowledge in less than 10 years, maybe in as short a time as six years. What is the meaning of this explosion of knowledge in terms of continuing education?

We hear a great deal about machine obsolescence. A much greater concern should be the tendency for our personal knowledge and skills to become obsolete. Anyone who does not keep up-to-date in his or her chosen profession or occupation is obsolete in a few years. This fact is obvious, but the job of continuing education goes much beyond keeping up in one's chosen work. One of the consequences of the explosion of knowledge is automation. Once all of us thought that if we learned one profession or occupation well, and pursued it diligently, we were set for life. Automation is abolishing many occupations. According to some experts the ordinary person must look forward to learning three different occupations during his lifetime. The role of continuing education in this process is obvious.

When we speak of continuing education we mean *general* education as well as the specialized—*general* extension as well as agricultural extension. The demand for courses in literature, economics, government, history, mathematics, languages, music, art, speech, psychology, sociology, and the sciences has been growing rapidly in recent years. Many adults who obtained their general education and their vocational and professional training some years ago feel a need for additional education or *re-education*. And those who are graduating from school and college now will within a few years need to take additional courses. This area of educational service is tremendous now and is growing. On this subject, I would like to quote a recent statement by Dr. Robert D. Calkins, President of Brookings Institution: "No branch of higher education is more neglected today than the re-education of the educated. And no neglected branch of education is more important at this time to the welfare of our country. I am less disturbed by the conditions and problems facing this country . . . than I am by the intellectual unpreparedness of our people, and especially our thinking people, to face these problems in an informed and responsible way. . . . No one in these times can go far on the intellectual capital he acquires in youth. Unless he keeps his knowledge or skill up to date, revises it, adds to it, enriches it with experience and supplements it with new ideas . . . he is soon handicapped for the duties of the day."

There are other consequences of the rapid development of knowledge, however, which are less obvious. We have recognized for some time that the illiterates can find no profitable employment in our society. At

By Elmer Ellis
President of the University of Missouri

the present time people with five or six grades of education are not qualified to perform very many useful tasks in our society. In a few years even those with ninth to tenth grade education will likely perform no useful role. There are millions of adults who have less than a tenth grade education. Either these people will have to learn more or they will be condemned forever to a low economic status or even to the welfare rolls.

Our continuing education needs go far beyond those associated with increased vocational and professional competence. The large urban community presents many old needs and some more recently recognized social and cultural deficiencies, and it is believed that these shortcomings can be met through continuing education. It is believed further that the results of these educational programs will far outweigh the cost, and that through education we will learn how to use the potential of the urban community to achieve many other worthy objectives in the years ahead.

The world is, in a sense, decreasing in size because of improved communication and transportation. This means that it is as important for many of us to know foreign languages and understand cultures of foreign people, as it was a generation ago to know about neighboring states. I could go on citing the needs for continuing education. I hope these examples have proved sufficient to demonstrate that one of the greatest needs, and probably one of the least recognized needs of our time, is for a program of continuing education on the part of all or most of our citizens.

I do not want to leave the inference that the land-grant colleges and state universities would fulfill the total continuing education needs of our society. Public schools, private colleges, libraries, and self-learning techniques such as the Great Books series will fulfill much of the need. If the land-grant colleges are to live up to their traditional role, however, they will exercise leadership both in *obtaining recognition* of the need for, and in *meeting* the need for, continuing education among all segments of our society. It was recognition of this situation which prompted the reorganization of our extension enterprises in Missouri.

The University of Missouri, like most state universities and land-grant colleges, had developed several extension functions. The Cooperative Extension Service was by far the largest, but other extension enterprises were *growing* at a more rapid rate. The Continuing Education Service included extension courses for credit, correspondence courses, and miscellaneous programs such as firemanship training, law enforcement training and large short course and conference programs. The College of Engineering ran an extension program under the name of the Engineering Experiment Station. The School of Medicine ran an extension program under the name of Post-Graduate

Dr. C. Brice Ratchford, who came to M. U. in 1959, has been dean of the University's Extension Division since it was formed in July, 1960.

Photo by George W. Gardner

President Elmer Ellis. This article is based on excerpts from an address he gave at an extension service conference in Texas.

EXTENSION DIVISION

Medical Education. There was a Community Development group which really had no academic home.

On July 1, 1960, all of these extension enterprises were combined into a single division by action of the Board of Curators, which is the governing body of the University of Missouri. In the process of considering this decision it was obvious there were two clear alternatives. One was to coordinate the various extension programs under one administrative authority, and the other was to leave the programs rather largely separated and their administration diversified. The Board chose the first alternative, making all extension enterprises into a single, large, well co-ordinated unit.

In our press release following this reorganization, these objectives were listed:

1) to provide for efficiency of operation;
2) to provide a vehicle for continuously extending the resources of the University to the people of the state in a coordinated manner;
3) to provide opportunity for all citizens to secure useful information from the University; and
4) to combine the best methods and philosophy of both General and Cooperative Extension.

Fundamental to our basic organization was a principle which was nailed down at the time of the formation of the new Extension Division. The Extension Division is a normal and necessary part of the entire University. We believe strongly that we have just one University, with three functions, namely: resident teaching, research, and extension teaching. The academic departments conduct the extension programs.

All Extension personnel at the University, except the administrators and field supervisors, are members of academic departments. They are housed with the department and are considered members of the faculty of the department in every respect. Those members of the field staff who have specialized assignments, and these are increasing in number, bear a very close relationship to an academic department.

To use a concrete example to illustrate this relationship, a county community development agent is approved by the Community Development Department before he is employed. This department has probably been active in helping recruit the employee. The department shares responsibility in providing induction training and continues to be responsible for in-service training and accuracy of subject matter presented by the agent. The agents in a specialized field are brought into the University several times a year to meet with their academic department.

Let us now discuss some of the results of the integration of the extension enterprises in terms of the employees. At the time of the integration, none of the extension enterprises except Cooperative Extension had county offices. Shortly following the integration of all extension activities, we changed the name of county Cooperative Extension offices to University County Extension Centers. The county agents became directors of the University County Extension Centers. This was more than a change in names and titles. The county directors became representatives of the entire University. They were able to draw upon the resources of every college in the University. In effect, every college in the University had county offices for the first time.

There has been much greater cooperation between the extension enterprises than any of us expected. It is now apparent that the several extension services had previously tried to establish a public image of greater differences than really existed. This is understandable because of the fear that had duplication of services become apparent it might have led to some undesirable reorganization of the whole system.

Let us use service to farm and rural people as an example of the previous overlapping of extension functions. As Cooperative Extension people go through program planning procedures they find their customary clientele listing many problems which are only partially related to agriculture. Our rural people are concerned with problems related to education, roads, cost of local government, the common market, employment opportunities in rural areas, and community services, on at least a par with subjects related directly to agriculture and home economics. The answers to many of these problems lie beyond the colleges of agriculture.

If we are to provide help for the rural people, the traditional clientele of Cooperative Extension, we must have the cooperation of all of the colleges or divisions in our universities. At the same time, we find some of the most pressing problems of our urban citizens are in the field of home economics and subjects related to agriculture. We are not unaware that in Missouri by 1970, forty per cent of our population will be in St. Louis, twenty per cent in Kansas City, and a considerable portion in smaller urban areas. The urban citizens, who incidentally now pay the majority of the taxes of most states, are certainly entitled to information concerning agriculture and home

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economics as well as assistance from our land-grant colleges and state universities on their other pressing problems. We are convinced that through our reorganization we are providing better service to farm and rural people than ever before, and for the first time, beginning to provide urban residents many services which they are demanding and to which they are entitled.

Cooperative Extension has long specialized in informal education techniques, while other extension enterprises have depended largely on more formalized educational procedures. We are finding that the farm and rural people are delighted with education in depth. They like credit courses, some even on the graduate level, and certainly are pleased with noncredit activities which involve from four to sixteen contact hours. We also find that the fields of engineering, medicine, and education benefit from the informal educational techniques which were effectively developed by Cooperative Extension.

Perhaps Missouri was a good state in which to try the integration of all extension activities. With the exception of a very few counties, we can say with certainty that the county is either rural or urban. The rural counties have continued their emphasis on agriculture and home economics technology but have also had the benefit of knowledge relating to the many facets of community life. There has been a complete revitalization of our programs in urban areas. At the time of the integration there was serious question on the part of officials in some urban counties as to whether Cooperative Extension should be continued. While there were many requests for assistance, some of the more thoughtful leaders questioned the value of bringing essentially agricultural information to their communities.

Our reorganization has enabled the agents in urban counties to help solve the problems pertaining to such communities. This has resulted in a rather drastic departure from traditional programs. Our extension programs have become involved with teaching both actual and functional illiterates how to read and write. They are helping city officials and commissions to figure out how to keep the so-called "gray areas" (those which are becoming slums) from becoming candidates for a bulldozer. They are arranging short courses for teaching public school teachers on how to use the new processes for teaching mathematics in elementary schools. They offer courses ranging from the Hebrew language to computer programing.

Some of the traditional competencies are finding application. As an example, the people of Missouri are much concerned about the Dutch Elm disease. One of our larger cities was considering passing a tax which would have resulted in millions of dollars for combating this disease. A member of our Extension staff suggested that they take a census of trees. He trained hundreds of volunteer leaders in the identification of trees. The results of the tree census indicated that only ten per cent of the trees in the whole community were elm. Even if every elm tree was lost there would not be the calamity many had supposed. The result was a positive program of eradication of diseased elms and replanting of safer varieties of trees which would lend to the beauty of the community and the comfort of individual citizens, at little cost to the community as a whole.

Real success has been made in achieving the stated objectives. There is no question that we have achieved greater operational efficiency. One of the prime examples lies in the field of community development. We actually had two community development programs at the time of the integration of extension enterprises. Cooperative Extension was promoting rural development in a number of our counties. The Community Development specialists of the Continuing Education Service were also working in many communities over the state. This duplication has been eliminated. We now have 13 full-time community development agents, each operating in from two to five counties, and a staff of five specialists who not only train our community development agents but who provide assistance through our county staffs to all communities of the state. We think we are now making a significant impact at the community level.

Examples have already been cited of how we are improving service to rural and farm people. The urban community heretofore has really been a forbidding complex to University Extension personnel. We are the first to admit that we do not know how best to serve fully the urban community; we are making progress, however.

I would now like to close with what might be called some general observations.

1) Some coordination of extension activities is inevitable in most states, I think. The Scope Report of cooperative extension and the Position Paper of general extension show a clear overlap in goals and programs. Cooperative extension is tying itself closer to the university and general extension is moving off campus. Both are directing programs to the same clientele. As both extension services become larger, someone at the university or in state government is going to insist on either a delineation of fields or some coordination. In my opinion, the latter alternative is the only feasible one for the university to consider.

2) A tremendous amount of resources will be required to accomplish the job of continuing education that is needed. Fees can pay part of the cost, but probably no higher per cent of the total cost than fees cover for the resident student at the university. The per cent secured from fees will be less if substantial efforts are devoted to low income groups, senior citizens, illiterates, and similar groups.

There are three approaches to securing the necessary funds. First, the leadership in the university and government must be sold on the value of continuing education. Second, a demand for more education must be generated in the mind of adults

—not through advertising but by demonstrations of the value of more training. Third, the possibilities of serving as the educational arm of federal departments should be explored. The cooperative extension service has served as the educational arm of the USDA to the benefit of farm people and to the Department itself. Why could not similar arrangements be worked out with other federal departments to the advantage of the public, to the departments, and to the university?

3) A number of academic departments, particularly in the arts and science college, is not yet involved in extension programs. Neither the members of these departments, nor extension administrators and staff, have had experience with such programs and no great need for these services is being expressed by the public. I am convinced, however, that with a minimum of organizing, planning, and promoting, a demand can be created for information from about every department. There is a great need in our society for additional knowledge of the humanities, arts, and basic physical and social sciences. These subjects have a direct bearing on many of our problems, although the majority of our citizens may not recognize this at present.

4) The reorganization has generally improved public relations for extension in Missouri. The new plan makes sense to individual citizens and groups who are interested in service from public institutions. The direct users of the division are almost universally delighted. New clientele groups such as local government officials and labor unions are extremely enthusiastic.

5) Extension activities and extension personnel are considered "second rate citizens" by some of the academic family. A different image must first be earned. Our personnel must be fully as qualified as those on the resident staff; salaries must be comparable, and the quality of comparable programs (i.e., courses for credit) must be equal. We must make sure that we deserve recognition, and we must work carefully and consistently to secure such recognition.

6) The extension program must make use of the entire range of methods. Some objectives can most efficiently be achieved through mass media. Other objectives can be fulfilled through an organized course of study extending over several years. Publications, discussion groups, meetings and demonstrations have their place. Extension workers should stop comparing the value of formal and informal education techniques. All have value and any one method may be best to obtain a given objective in a given environment.

These six observations cover many of the more important factors but certainly not all. We feel in Missouri that we are experimenting on a real educational frontier. If we are both alert and experimental, we are confident we will learn much as to both procedures and programs that we do not even suspect today.

Civic leader Kahler honored

The Chicago chapter of the Public Relations Society of America presented its highest honor, the Public Relations Award for Community Service, to William V. Kahler, B.S. Engineering '22, D.S. '61, former president and currently board chairman of Illinois Bell Telephone Company. Mr. Kahler will retire to his Missouri farm this year.

Only three times previously has this coveted award gone to civic leaders—in 1956, 1958, and 1960. Bill Kahler was selected because of his years of tireless work "in influencing public opinion and support for a great variety of desirable civic organizations and community campaigns."

A personal tribute was paid this man with the Missouri twang by Marshall Field, Jr., president and publisher of the Chicago Sun-Times and Chicago Daily News. Principal speaker at the dinner was Dr. Henry T. Heald, president of the Ford Foundation. A typical comment from Bill Kahler: "I don't know what I've done to warrant that award . . . all I've tried to do is a little prodding here and there."

Fifth generation at M.U.

Lee O. Elsner, a freshman in the University's College of Engineering, is the fifth generation to attend M. U. His great-great-grandfather, Dr. J. N. Castlio was awarded an M.D. in 1849; his great-grandfather, Dr. Mitchell Castlio, a B.S. degree in 1876; his grandmother, Lola Leland Castlio Oliver, A.B. '10 (her husband, Albert Ray Oliver, B.S. in electrical engineering, 1910), and Lee's mother, Lola Castlio Oliver Elsner, a B.S. in Business Administration in 1937. Lee's father, Paul A. Elsner, a student in the College of Engineering in 1933, is executive vice-president of Swinerton & Walberg Co., construction engineers, 200 Bush St., San Francisco, Calif.

15th in total enrollment

The University ranks 15th among 1,090 accredited universities and colleges in the 50 states and Puerto Rico in the total enrollment of full-time resident students. The University ranked 17th in 1959. According to a survey made by the registrar of the University of Cincinnati, the University of Missouri had 16,092 full-time resident students during the fall. In actuality, M.U. had a total of 17,422 students enrolled in all its divisions at Columbia and 3,422 in the University's School of Mines and Metallurgy at Rolla, but some of these are not carrying a full study program as it was gauged in the survey.

Francis William Anderson, director of the Bureau of Community Development at the University of Washington, Seattle, will become professor in the University of Missouri Center for Community Development March 1.