

THE ROLE OF THE COOPERATIVE EXTENSION SERVICE  
AND THE COMMUNITY COLLEGE IN THE AREA  
OF COMMUNITY SERVICE

by 1264

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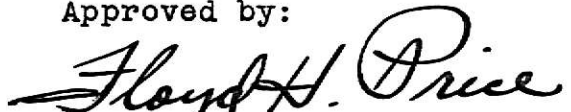
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## CHAPTER I

### INTRODUCTION

"Innovation in higher education in the last half of the twentieth century is more possible than at any time in the past partly because of the general affluence of the society and partly because the technology has produced needed materials. But these conditions have become operative in response to several urgent social demands."<sup>1</sup>

The educational establishment, as a fundamental sociological change agent, has been reacting to these demands.

One direct result has been the criticism that education is, "still treated not as life but as a preparation for life,"<sup>2</sup> the life of all the people, all during their lives. And since the lives of people have always been merged with the communities in which they have lived, education was sure to assume the role of change agent in service to the community.

Two institutional forms of education have seemed most committed to this service, the Cooperative Extension Service and the community junior colleges.

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<sup>1</sup>Lewis B. Mayhew, "Innovations in Higher Education," Contemporary Issues in American Education, U. S. Department of Health, Education, and Welfare/Office of Education OE-10034 Bulletin 1966, number 3.

<sup>2</sup>Samuel Baskin, ed., Higher Education: Some Newer Developments, The Association for Higher Education, McGraw-Hill Book Company, New York, 1965.



## Purpose and Need

The purpose of this study was to more clearly define the role of the community junior colleges and the Cooperative Extension Service in the area of community service. As society has demanded an expanding role of the educational system, these institutions have had to reexamine philosophies, and several needs seemed indicated.

- The need to examine ways these forms of education may have tended to become rivals.
- The need to examine ways they may have tended to become parallel.
- The need to understand ways they could and should be able to cooperate.
- And the need to better perceive the things each has been structured to do best.

## Limitations of the Study

The author has followed a suggestion of Dr. Curtis Trent,<sup>3</sup> to limit the investigation to those things the community junior colleges and the Cooperative Extension Service believe to be their goals in community action. "You can't have community development without community action."<sup>4</sup> And to limit to the re-

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<sup>3</sup>Personal communication with Dr. Trent, April 8, 1969.

<sup>4</sup>Richard D. Wenner, "Catalyst for Community Change," Communities in Action, vol. II, number 2, March, 1967, p. 10.

actions of leaders of related agencies whose educational programs were in community development.

#### Method of Procedure

In this study four methods of procedure were used. The first was to review the literature related to the Cooperative Extension Service and the community junior colleges in the area of community service. The second was an attempt to draw comparisons between the methods of procedure, the objectives, the publics served, the academic freedom of the two institutions in order to help understand the ways these institutions were prepared to serve communities. A third method was an opinion poll of leaders from related community development programs, by means of personal interviews, to determine if these people were in agreement with the assumptions made in the second method of procedure. Finally, an attempt was made to determine which of the services to communities could best be supported by each type institution with the resources each has, and to attempt to determine if additional cooperation between them was indicated.

## CHAPTER II

### DEFINITIONS OF TERMS

1. The Community Junior College. Although junior colleges have been a fact with long history, it was the addition of adult education and community services to the post high school curriculums that gave rise to the concept of community college. Great expectations are held by adherents, even though it is in the process of establishing its identity. One attempt to define the community junior college was made in the first of a series of publications of the Community College Planning Center of Stanford University:

"An institution whose responsibility is to serve as a community center to which adults continuously turn for cultural and intellectual stimulation and enlightenment" ----  
"In addition to terminal education, comprehensiveness and transfer concepts, the community college should have as its aim to give every person a role in society of personal worth and dignity (important in a world of increasing automation)."<sup>1</sup>

2. The Cooperative Extension Service. Federal funds, through the Smith-Lever Act of 1914,

"created a system of extension work, placing the benefits of on-campus teaching and research at the disposal of the farm and the home throughout the state ---- the more recent decline of the family farm and the increasing urbanization of American society has wrought changes in the initial approach. The extension effort has been broadened

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<sup>1</sup>Community College Planning: Concepts, Guidelines and Issues, Community College Planning Center of the School of Education, Stanford University, 1967, p. 17.

to include adult education in a wide variety of subjects and through a wide variety of media."<sup>2</sup>

3. Community Service. One definition offered by Medsker:

"the term 'Community Service' has come to denote generally the various special services which an educational institution may provide for its community. Examples of such services are workshops, forums, and institutes; research and advisory assistance to community groups; cultural and recreational activities, and widespread use of the college plant for community activities."<sup>3</sup>

Medsker also added this significant sentence, "Adult education may be classified as one type of community service."<sup>4</sup>

4. Adult Education. For the purpose of this study, the term "adult education" had this meaning: "any purposeful effort toward self-development carried on by an individual without legal compulsion and without it becoming his major activity."

5. Coordinate. The term "coordinate" here referred to the "harmonious combination of agents or functions toward the production of a result".

6. Change Agent. In writing of community action programs, of community change, Wenner refers to a change agent as:

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<sup>2</sup>Merrill Seminar Lectures, West Virginia University, University Bulletin, 1962, p. 9-10.

<sup>3</sup>Edmond J. Gleazer, Jr., This Is the Community College, Boston, Houghton Mifflin Co., 1968, p. 85.

<sup>4</sup>Ibid.

"a catalyst -- (literally) -- an agent that changes other agents without changing itself".<sup>5</sup>

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<sup>5</sup>Richard D. Wenner, *Communities in Action*, "Catalyst for Community Change," vol. 2, Number 2, March 1967, p. 10.

## CHAPTER III

### REVIEW OF THE LITERATURE

#### The Cooperative Extension Service

The purpose of this study was to define the role of the Cooperative Extension Service and the Community Junior College in community service. The first section of the review of literature is devoted to a background of the Cooperative Extension Service, to show its evolvement to a realization of its perceived responsibility to community development.

It was the legislation known as the Merrill Land-Grant College Act, that triggered a revolution in higher education. The grants of federal lands resulted in the founding or development of the so-called land-grant colleges.

"These institutions of higher learning were the inevitable result of a free country attempting to find and then assert itself. In the history of nations, it might well be claimed that no other country could have produced the land-grant colleges."<sup>1</sup>

A major contribution has been the addition of applied research to the concept of a university.

Eddy calls another contribution:

"The concept of education as a continuing process in and through all of life. In no other nation has the college or university been so quick and so thorough in responding to the needs of the people."<sup>2</sup>

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<sup>1</sup>"Merrill Seminar Lectures," West Virginia University, (1962), p. 3.

<sup>2</sup>Ibid., p. 9.

Cooperative Extension work was initiated by the passage of the Federal Smith-Lever Act of May 8, 1914.

This act provided:

"aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same."<sup>3</sup>

Lancaster interprets the framers of the Smith-Lever Act as envisaging the Extension Service as one of many institutions charged with the task of educating the American public. He stated that:

"Clearly, they saw the role of Extension as that of working with other agencies, institutions, and organizations in the broad field of education--not that of doing the job alone. Thus, the mandate to "aid" has made it imperative that the Extension Service identify itself with the great multiplicity of organizations, institutions, and social systems that form the framework of American society."<sup>4</sup>

The Extension Service, with over half a century of successful educational experience, could ask the question: Why be concerned with relationships to other organizations? Lancaster has answered:

"First, a clear understanding by all concerned of the relationships between Extension and the organizations it works with will serve to greatly enhance the attainment of commonly held objectives. A thorough knowledge and under-

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<sup>3</sup>L. R. Simons, Early Development of Cooperative Extension Work in Agriculture and Home Economics in the United States. (New York State College of Agriculture, 1962), p. 3.

<sup>4</sup>H. C. Sanders, and others, The Cooperative Extension Service (Englewood Cliffs, N. J.: Prentice-Hall, 1966), p. 276.

standing of functional relationships can prevent the overlapping of effort and make possible complementary reinforcement of effort among the various organizations."<sup>5</sup>

A second reason given by Lancaster for creating well-understood relationships between Extension and other institutions:

"Good public relations with other groups and organizations enhances the status of Extension and makes it ore influential in helping people to solve problems. Favorable public relations with Extension also give other organizations and institutions entree to the university and to other government agencies that Extension has direct contact with.... Good relationships, as a general rule, tend to strengthen all parties involved."<sup>6</sup>

"Likewise, the Extension Service in providing physical, organizational and other types of assistance to the groups and organizations with which it cooperates is performing these services only as a means of furthering the education of the people who make up or are influenced by the groups."<sup>7</sup>

One criterion of organizational effectiveness is the extent to which it adapts to the environment in which it functions. The Extension Service began in a rural society--today it exists in a highly urbanized one. Brown has identified characteristics of this urban society which need to be considered in urban Extension programming, and he has offered alternative functions:

"(1) disseminate agricultural information to individuals, groups, and businesses; (2) teach home economics knowledge and skills to homemakers or agency personnel; (3) assist in

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<sup>5</sup>Ibid., p. 277.

<sup>6</sup>Ibid., p. 278.

<sup>7</sup>Ibid., p. 278.



community development by helping people become more involved in making decisions about community improvement; (4) consult various governmental bodies and agencies; and (5) develop an urban youth program, either by organizing clubs or providing services to other youth serving groups."<sup>8</sup>

Fessler, in suggesting that emphasis should be on meeting the needs of people wherever they live explains that the diminishing role of farming even in rural areas plus the rapid urbanization of other areas in which Extension has been active in the past, demands a rethinking of Extension's entire role and a willingness to make adjustments, no matter how drastic, to better fulfill the needs of all the people. He offers the following as an alternative in Extension's future:

"A precedent of greater historical significance than most people realize was set in the overall planning of the Rural Areas Development Program. In this program the Agricultural Extension Service was assigned responsibility for organizing the people to recognize their needs, study the alternative solutions, and then to call upon whatever agencies or individuals were available to carry on the needed educational programs to help attain their goals.... In urban areas where county agents and home agents are already facing demands which they are often poorly prepared by professional training to meet, the best that they can do is to help people organize to come to grips with their own problems. Where the agents are not hamstrung by institutional prejudices, they are recommending the fullest use of all available individual and agency resources to meet these needs.... The emphasis in this alternative is obviously to be placed not upon the furtherance of specific programs, educational or otherwise, but on meeting the needs of the people wherever they live, on farms or in the heart of metropolitan areas. It is a matter of helping all the people, not by trying to be everything to everybody (which the Extension Service cannot be) but by helping to develop mature individuals, capa-

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<sup>8</sup>Emery J. Brown, "Extension and the Urban Environment," Journal of Cooperative Extension, III (Summer, 1965), p. 95-101.

ble of making the best use of whatever resources their particular social environments afford them."<sup>9</sup>

### The Community Junior College

The second section of the review of literature, devoted to defining the role of the Community Junior College in community service, has placed major emphasis on the emergence of community service as a concept of the community colleges.

"The nineteenth century saw the establishment in the United States of compulsory education for all and the emergence of the free public high school as the basic secondary institution in America."<sup>10</sup>

Demand for more education has continued, with pressure to provide opportunities for learning. One of the trends in modern American education has been the emergence of an understanding concern for quality in community life.

Many influences, Progressive Education in the early 1920's, emphasis on behaviorial learning, and the development of extra-curricular activities, all "brought the students into contact with community life, and citizens of the community into contact with the school."<sup>11</sup>

The social conditions coupled with the Depression of 1930's seemed to be the cause of a variety of community-centered

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<sup>9</sup>Donald R. Fessler, "Alternative to Extension's Future," Journal of Cooperative Extension II (Fall, 1964), p. 171.

<sup>10</sup>Ralph R. Fields, The Community College Movement, (McGraw-Hill Book Company, 1962), p. 3.

<sup>11</sup>Ibid., p. 8.

education. Among these was the beginnings of clubs, forums, volunteer training groups and the like that became the adult education movement. All higher education institutions have endeavored to play a part.

An additional response to the demand for higher education of the early twentieth century was the public two-year junior college.

"The two-year college, despite a history of more than half a century, has only within the last ten years emerged as a significant contributor to the educational process. This renaissance, stimulated by the fears and hopes attendant upon the increasing pace of automation, has found its greatest manifestation in the comprehensive community college."<sup>12</sup>

This search for the community college role in interaction was pointed out in 1960 by Putman:

"Through the community-service movement and over-all planning college programs may be broadened to become more closely knit with human values.... Individuals and institutions in the community can thus find a new agency for bringing knowledge to bear on the solution of problems."<sup>13</sup>

Gorton, in a search of literature and through visits to colleges, "to appraise cooperative relationships between community colleges and business groups" reported that, "results were to strengthen the placement program."<sup>14</sup>

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<sup>12</sup>Clyde E. Blocker and others, The Two-Year College: A Social Synthesis, (Prentice-Hall, Inc., 1965), p. 2.

<sup>13</sup>Howard Putman, "The College Community Service Program as an Agency of Social Action," Community College Journal, XXXI (December, 1960), p. 221.

<sup>14</sup>Rex Gorton, "Developing Cooperative Relationships between the Junior College and its Community," Community College Journal, XXXI (October, 1960), p. 22.

In understanding that, "The community junior college has as one of its reasons for existence, service to the community in which it is located." Waggoner also observes that:

"it is important to recognize the fact that opportunity for continuing education has not been given to the average person past the middle years."<sup>15</sup>

From a discussion involving the use of Advisory Committees, Rushing found that community resource people "can represent the community to the college . . . . can make it aware of educational needs."<sup>16</sup>

While potentially capable of filling a wide range of functions, its close community tie was to make it the focus of pressure groups, and restrict the academic freedom of its staff.

If any unique function has been assigned the community college by higher education it was simply to, "serve educational functions which are not adequately met by secondary schools, four-year colleges, or universities."<sup>17</sup>

This study was directed to one of the major problems not yet adequately met by other education, a role of interaction with the community.

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<sup>15</sup>Ann Carr Waggoner, "Venture into Continuing Education," Community College Journal, XXXI (September, 1960), p. 45.

<sup>16</sup>Joe B. Rushing, "Your Community Can Help," Community College Journal, XXX (May, 1963), p. 9.

<sup>17</sup>Clyde E. Blocker and others, The Two-Year College: A Social Synthesis, (Prentice-Hall, Inc., 1965), p. 2.

"It has been said that the campus of the comprehensive community college is the community, and that such an institution should provide those educational and cultural services which are not made available by other agencies in the area. Ideally, such services include any program which contributes to the educational and cultural betterment of the community and its citizens. This concept further increases the responsibilities of the community college.... This concept introduces a question: Are there practical limitations to the services a single organization may effectively provide?"<sup>18</sup>

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<sup>18</sup>Ibid., p. 9.

## CHAPTER IV

### OPINION SURVEY

#### Introduction

The timeliness of this report, as indicated by the number of new efforts to satisfy community service needs by various segments of organized education, made an opinion survey of leaders of current programs an especially interesting study.

The survey was by personal interview of leaders of selected community service programs. An attempt was made to select on the basis of programs related to the work of Extension or of community colleges although not directly a part of either one.

An instrument, (Appendix A), in the form of three questions, was constructed and made a part of each interview in order to allow comparisons and conclusions to be developed. A list of persons interviewed can be found in Appendix B.

#### Personal Interviews

Each interview was of approximately two hours, sometimes divided into several visits. These visits were by appointment and were held in the offices of the individual interviewed. Results are presented, first in the form of opinions and beliefs of each individual concerning the area of community service programs with particular reference to the role of Extension

and the community colleges. Second, more specific answers to the three questions, were given in table form.

Interview with Erickson<sup>1</sup>

Professor Erickson brought out the fact that the United States Department of Agriculture has directed all government agencies under its control to expand programs to include all needs of rural communities (areas of under 50,000 population).

He mentioned that the President of the United States, along with a growing general awareness, has been concerned with the problems of "urban crisis". This point was given emphasis when he said, it now costs, in terms of all city services, \$27,000 to add one person to an urban population.

It was explained that within the Extension programs of continuing education, a committee of heads of colleges were in the process of deciding what each state supported institution is to do in the area of community service.

However, it was also an opinion that the community colleges lack funds for community service work.

According to professor Erickson, the Central Kansas Community College Association has asked for Extension cooperation. Yet he continued with the opinion that the Extension Service would have to take initiatives in any cooperation.

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<sup>1</sup>Personal interview, June 17, 1969.

Interview with Bollman<sup>2</sup>

It was suggested that unless the Cooperative Extension Service does expand its service to a wider community involvement it could revert to a smaller work to the area of agriculture or could even be phased out.

It was professor Bollman's opinion that the only directly conflicting area that might prevent complimentary program development was in the availability of money for community service programs.

Professor Bollman suggested that the role of a specialist would make the Extension Service complimentary to the role of the community colleges whose role should be teaching classes. This role of specialist working with specialists would mean that Extension should not teach classes, rather it should work as specialists to help the merchant in the community or to help by working with the community college teacher.

It was professor Bollman's feeling that Extension would initiate any cooperation . . . because "they have the fewest axes to grind" of all the interested organizations.

Interview with Woodard<sup>3</sup>

After spending several months of full time in an attempt to learn what were the real problems in the field of industrial

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<sup>2</sup>Personal interview, June 16, 1969.

<sup>3</sup>Personal interview, June 14, 1969.



engineering in order that educational programs could be developed to aid communities, professor Woodard found that the primary problem was one of communication. A problem of finding people in communities who could understand what might be offered. It was his opinion that no one in Extension or a community college would be able to cooperate directly in serving the real needs in this field.

Of great concern to professor Woodard was his feeling that the schools, including the university, have been miss-managing the money of Kansas when so large a percent of graduates leave the state. He said that it should be the role of all the schools to develop, not only Kansas industry but Kansas communities so that the jobs and the life that will hold young people.

#### Interview with Deines<sup>4</sup>

Professor Deines also talked about the committee of college presidents formed only a month earlier to decide what each institution is to do in the area of community service. A permanent committee was planned with representatives from areas such as academic extension, industrial extension, community planning, etc.

Rather than a role for any type of institution, professor Deines said it should be an over-all effort . . . . one approach to the community with access to appropriate people from all agencies.

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<sup>4</sup>Personal interview, June 14, 1969.

It was his opinion that the community colleges should have one staff member whose responsibility would be to be aware of programs of other agencies and to coordinate his institutions efforts in the area of community services.

The role of the community college, in the opinion of professor Deines would be limited mostly to uses of facilities.

The initiative should be in an awareness of this new over-all plan and in the cooperation with its effort rather than in any independent actions.

#### Interview with Razak<sup>5</sup>

It was professor Razak's opinion that community colleges (including the vo-tech schools) were oriented to a "public education syndrom" of sequential curriculums, which would lead to "job entry" type classes. He said that this education works on the "established needs" or the "lowest common denominator of education".

His purpose, in an experimental program, was to provide help to the industries in Kansas communities.

The method of his program was to go directly to communities, determine needs, offer to help, and then to find persons (anywhere) to teach. Here they found that when the trained, skilled, experienced man is asked to teach . . . . he will remember "how he was taught" and attempt this style.

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<sup>5</sup>Personal interview, June 18, 1969.

It was found that it is best to teach only the things that are really needed, referring to theory only when required for understanding. This method, Razak calls "reverse education".

They would not make surveys or ask the communities about needs--usually they are not in a position to know.

Professor Razak was of the opinion that this kind of education may cause reorganization of all education . . . . that this approach may be more used in the future than regular (sequential) education.

It was his opinion that the kinds of things the community colleges and Extension do are at too low a level to be relevant to the real needs of communities.

#### Interview with Hienrick<sup>6</sup>

A strong opinion was expressed that no one institution could serve all the needs of any community . . . . that each community has unique needs.

He continued, that in his opinion, community colleges could offer to serve many of these needs . . . . that they have certain advantages, local control (which should allow a flexible, quick response) a more urgent response in that the community colleges were dependent on the local community rather than on a wider or more general control.

Mr. Hienrick did not know of any attempt to coordinate the efforts of the community colleges with other organizations.

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<sup>6</sup>Personal interview, July 15, 1969.

It was his opinion that this would be desirable, probably through a staff person whose responsibility could include knowledge of the work of Extension and other efforts in the area of community action, so that duplication would not occur.

Mr. Hienrick speculated that community colleges probably should develop a "different" kind of faculty, one with skills and abilities more directly relating to adult education--that the requirements of degrees, student teaching, etc., may not be a proper criteria.

Answers to question number one:

Question one: Can the concept of community service be a valid part of the programs for the Cooperative Extension Service and the community colleges?

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Erickson--The USDA has directed its agencies to expand programs to all needs of rural communities. That, in at least one case, Extension has asked for community college cooperation.

Bollman---Extension must find a wider involvement in community service or face a possible phase-out.

Woodard---Because graduates in industrial development are not staying in Kansas, it should be the program of all educational institutions to make communities viable and capable of holding young people.

Deines----Both institutions should have a staff person whose responsibility is to be aware of opportunities to cooperate in community service programs.

Razak-----Did not feel most efforts of these institutions were relevant to the real needs of communities.

Hienrick--There are many things that could be valid programs for these institutions.

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Answers to question number two:

Question two: What could be a role for these institutions in the area of community services?

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Erickson--Mr. Erickson said that the concern with urban problems only points to the need for community development. He emphasized that a lack of money would prevent the community colleges from much effort in meaningful services. Extension is now reorganizing in an attempt to find a role.

Bollman---The role of community colleges is to teach classes, Bollman said. The role of Extension is to bring specialists to help other specialists.

Woodard---Woodard answered that, in his experience, a great communication problem exists between specialists in industrial education and educational agencies such as community colleges and even with the Extension Service. He feels that this prevents constructive program development.

Deines----Deines was strongly committed to the development of some kind of over-all effort in service to communities, and that the role of all educational institutions should be in cooperative efforts rather than in independent program development.

Razak-----It was an opinion that community colleges and Extension programs have been "at too low a level" to be relevant to the real problems of communities.

Hienrick--Feels that the local control and responsibility of community colleges allows fast and efficient response to community needs. That there are many needs that could respond to community college effort.

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Answers to question number three:

Question three: Which of these two institutions, the Co-operative Extension Service and the community junior colleges, should hold the initiative in any cooperative action?

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Erickson---The Extension Service, "would have to take the initiative in any action".

Bollman---Extension would initiate action, "because they have fewer axes to grind".

Woodard---Both need to find a staff person who is able to respond to all efforts to serve the real problems of communities.

Deines----Initiatives for both should be in an awareness of over-all efforts to help communities, rather than independent actions.

Razak-----No opinion on this question.

Hienrick--

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## CHAPTER V

### IMPLICATIONS OF THE STUDY

#### Summary and Conclusions

"The appropriate question for institutions contemplating possible cooperation is not: What do we have in common? Rather, it is: What can we do better in common, and what will we do?"<sup>1</sup>

The author found the literature to express a growing orientation toward responsibility to community service by both the Cooperative Extension Service and the community junior colleges.

If programs of the two institutions in the area of community service were in conflict the study indicated that conflict was limited mostly to a struggle for money with which to strengthen and to identify with community action programs.

All information relative to cooperation was found to be in favor, and without exception, the opinion was that the Extension Service should initiate any cooperative efforts.

The study indicated that when both institutions have initiated work in adult education, the community college, with its teaching personnel largely recruited from a high school experience, could learn from one of the strengths of the Extension Service as stated by Sanders:

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<sup>1</sup>Samuel Baskin, Higher Education: Some Newer Developments. (McGraw Hill Book Company, 1965), p. 271.



"One of these is the development of a very unique and distinctive form of informal teaching. Since Extension's clientele represents in no respect a captive audience, it has been necessary for skilled teachers to develop and use the best techniques possible to attract and maintain interest. This has led to constant improvement in materials and techniques used in Extension programs."<sup>2</sup>

"perhaps the most distinctive feature of Extension's educational process is the manner in which knowledge is applied to solving problems--the extent to which knowledge is used to help individuals, families, businesses, and communities solve problems."<sup>3</sup>

"Such efforts in organizing, motivating, and planning for action represent the basic elements of Extension's program-development process--a process which has become somewhat of a science in itself."<sup>4</sup>

On the other hand, the community college, by being a part of the community has the ability to offer continuing help in a field of interest as emphasized by Keppel:

"What we lack the most, is the habit--and in most communities the opportunity as well--of consecutive study in some subject for its own sake--history, literature, the fine arts--not to fill the pay envelope, directly or indirectly, but to develop in the student what experience has proved to be one of the most durable satisfactions of human life. The study must be consecutive, for the scattered lectures upon this and upon that, on which we have been relying since the days of the old lyceum, stimulating as they may be for the moment, leave no permanent impression. They don't really educate."<sup>5</sup>

The literature seemed to indicate that these strengths as developed by the two institutions should be complimentary and

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<sup>2</sup>H. C. Sanders, and others, The Cooperative Extension Service, (Englewood Cliffs, N. J.: Prentice-Hall, 1966), p. 408.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Frederick Paul Keppel, Education for Adults and Other Essays. (Houghton Mifflin Company, 1968), p. 22.

would call for a more cooperating community action program. It was to more completely evaluate this assumption that the instrument of questions was constructed and results obtained by a series of personal interviews.

Each interview was of approximately two hours, often divided into several visits. These visits were held in the offices of the individuals indicated.

Most evident was the timeliness of this study. In general, the community action programs represented by each individual interviewed were of a highly experimental nature with far reaching implications for all higher education. Great enthusiasm was evident in support of the ideas involved.

To the author, the most interesting outcome of this study was the role of Extension and the community colleges as related to possible over-all efforts in the area of community service as perceived by leaders of programs represented in the interviews.

General agreement was given the idea that each organization could have a staff member whose responsibility could be to remain aware and understanding of all agencies efforts in the community service area and to offer complimentary actions.

Most often mentioned by these newer leaders of newer programs was the problem of finding resource people in communities who could understand the nature of what these new programs were prepared to offer.

It was also the general opinion that the resource people available in community colleges and in the Extension Service and the kinds of programs of community service usually offered were of a public education kind and were offered at too low a level to be relevant to the real needs of communities.

To summarize, the author feels that it was the opinion of these leaders, that the role of the community college and Extension should be primarily in general education, with responsibility to direct community action limited to making these organizations and facilities available to the more specialized efforts of direct community action programs.

The author feels that this study recommends additional study. First, a more general understanding of what these newer programs see as the "real" problems for educational service to communities. Opportunities for more and better communication between all agencies in the area of community service should be studied. An effort should be made to determine if over-all guidelines in the area of community service on the state level would help all agencies understand what they are best organized to do.

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## APPENDICES

## APPENDIX A

Questions which were the basis of the personal interview section of this study.

1. Can the concept of community service be a valid part of the programs for the Cooperative Extension Service and the community colleges?
2. What could be a role for these institutions in the area of community services?
3. Which of these two institutions, the Cooperative Extension Service and the community junior colleges, should hold the initiative in any cooperative action?

## APPENDIX B

Personal interviews used in this study were with the following persons.

Woodard, Claude Lowell, Industrial Engineer--has conducted design planning for communities.

Deines, Vernon Philip, Associate Professor of Planning--director of the Center for Community Planning Services, KSU.

Bollman, Steve Ray, Professor of Family and Child Development, KSU.

Razak, C. Kenneth, Director, Kansas Industrial Extension Service.

Erickson, Donald, Section Leader, Community and Resource Development, in Kansas.

Heinrick, Carl, Kansas State Board of Accreditation for Colleges.



THE ROLE OF THE COOPERATIVE EXTENSION SERVICE  
AND THE COMMUNITY COLLEGE IN THE AREA  
OF COMMUNITY SERVICE

by

WILLIAM SCHROEDER

B. S., Kansas State University, 1968

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## Purpose and Procedure

The purpose of this study was to more clearly define the role of the Community Junior College and the Cooperative Extension Service in the area of community service. The need was to better understand the things each institution has been structured to do best.

This investigation was limited to those things the Community Junior Colleges and the Cooperative Extension Service believed to be their goals in community action programs and to the reactions of leaders of related agencies whose educational programs were in the area of community development.

Four methods of procedure were used: first, was a review of the literature; the second was an attempt to draw comparisons between the methods, objectives, and the academic freedom of the two institutions to serve community needs; third, was an opinion poll of leaders from related community development programs by means of personal interviews, based on prepared questions; finally, an attempt was made to determine which services could best be supported by each institution with the resources each has.

## Results

That this study was timely was indicated by the number of new and experimental programs developed to satisfy community service needs, and by the intense interest of the leaders of these programs that would serve the real needs of communities.

This term, real needs, referred to so often by the leaders of programs the author feels were at the "cutting edge" of this subject, was the center around which this study turned.

There was a general agreement of these leaders that the "real needs" of communities would require a kind of specialized effort and kind of teaching that the community colleges or the Extension Service were not structured to do. All were in agreement that these institutions should cooperate in community action but that the form of action should be limited to an awareness of the over-all effort and in a cooperation with this effort rather than in developing programs as such. It was also an opinion that the community colleges could best help this over-all effort by making facilities available. It was an opinion that the Extension Service must, in fact has been directed to by the USDA, expand programs to include all areas of rural community services.

### Recommendations

This study indicates that additional investigation could be made to determine if a convergent trend in opinion exists among leaders of programs in community development in understanding what the real needs of communities are. More opportunity must be found for communication between all agencies enabling complimentary programs to be developed. Study could determine if the State should provide over-all guidelines for action in the area of community services by State supported educational institutions.