

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

by 1264

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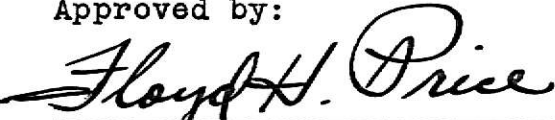
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CHAPTER I

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."¹

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,"² 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.

¹Lewis 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.

²Samuel 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,³ 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."⁴ And to limit to the re-

³Personal communication with Dr. Trent, April 8, 1969.

⁴Richard 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.