

About This Issue

WHETHER OR NOT young homemakers can be reached by Extension programs has been discussed often. Eva L. Goble has studied the possibilities and reports her findings in this issue along with findings of related studies. As a result of her study Miss Goble has identified some challenges to Extension that should be of interest to all personnel—men and women alike.

Personnel involved in or concerned with working with clientele on a group basis will find two interesting and enlightening points of view in articles by Longest and Holland. Mrs. Holland analyzes groups as a setting for learning from the standpoint of groups "already assembled." She synthesizes what is known about characteristics and dynamics of groups formed for the purpose of teaching-learning. Professor Longest examines research evidence when group composition has been predetermined by systematic procedures. The work he reports deals with the formation of Extension groups in New York State to study farm management.

The results of studies which have examined the position of chairman of the county Extension staff are reported by Clark and Abdullah. Views of the position by various groups of Extension personnel are compared. It is interesting to note that state administrators agree more closely with county chairmen on the position than any other group. This article should be of particular interest in states where such a position currently exists or is being contemplated.

Most Extension personnel have probably not viewed responsibility in 4-H as encompassing that of creating intelligence. Bills contends that such is the responsibility of 4-H. In exploring this idea, he discusses his notion of what constitutes intelligence and how it is created. The results of studies concerning the influence of adults on the development of young people's ability to learn is also particularly pertinent to Extension's work. The studies Bills reports appear to have equal relevance to lay and professional leadership in Extension even though they concern school teachers.

Also in this issue Fessler argues with ideas expressed in a previous issue of the *Journal* about Extension's future and Klingman outlines the standards for a profession.

Friends and acquaintances of "Fergie" will be especially interested in his statement regarding the *Journal* and the future of Extension. You will note that he retired as editor of the *Journal* with the Summer issue. All Extension personnel are indebted to C. M. Ferguson for his service as first editor of the *Journal* and his contribution in getting this publication established, as well as his many other contributions to the Service.

The Editors