

## Points of View

### CRD'S Concern: People

Community resource development is concerned *with people* and solving problems of people relating to available resources. In CRD, we're concerned with utilizing resources to maximize the welfare of human beings. Most Extension activities have been oriented toward helping individuals maximize the use of the resources under their control to fulfill their goals.

But, in CRD we're no longer dealing with individuals, but with groups of individuals and group decision making. Each individual has his own objective criteria—but when a group of these individuals make up a community, their individual criteria may be complementary, competitive, or even be mutually exclusive. This introduces a complexity into CRD programs that hasn't been present in traditional Extension programs.

A major difference in CRD work is that we aren't the only "frog in the pond," but are only one of many agencies involved. Each agency has certain competencies to exploit in the development field. Thus, there is a multiplicity of competencies and interests, and a considerable amount of



on-going work. Since we're dealing with limited resources, there's little reason to duplicate the activities already underway. Coordinating these activities is necessary if we're to maximize the use of our limited resources.

Within our organization, I believe that we must break down departmental lines, college lines, and perhaps even our Land-Grant University limitations if we're to work in this complex field.

Many sources of information and disciplines haven't traditionally been tapped, both within and outside the university. Many private institutions involved in community resource development have useful competencies. We also have many federal and state agencies that have much to contribute. All of the relevant potential contributors and disciplines must be included in CRD.

Another major change that must occur in our Land-Grant system, if we're to be effective, is the tradition of owning the resources with which we work. It's impractical to own all of the necessary resources. What is necessary is that we be able to *control* resources to solve specific problems of groups and communities. This can be done by contracting on a short-term

or problem-oriented basis.

To institute control versus ownership effectively, we must have more flexible programs. Since we cannot anticipate many of the problems that will arise or the competencies that will be needed to solve the problems, flexibility in the use of our budgets to control resources is essential. I'm sure that present Federal Extension Service policy encourages such flexibility of resource use.

One last point: Because of the complexity of the problems and the clientele involved in these problems, a total commitment of the colleges of agriculture and the total Land-Grant University is necessary for a successful program. Without adequate back-up in the necessary disciplines, our community resource development specialists will find themselves unable to perform effectively.

I don't believe many of our universities have yet made this total commitment. Few, if any, have recognized that we must depend on resources outside of the university to adequately carry out this type of work. Hopefully the need for this commitment will be recognized and Extension will be able to perform the educational role of which it's capable in community resource development.

J. B. WYCKOFF  
*Amherst, Massachusetts*

#### Adult Education Conference

Here's the information about the annual Summer Adult Education Conference at the University of Wisconsin.

We're planning two, two-day residential conferences focusing on the adult learner. The first will be June 24-25 at Lowell Hall, University of

Wisconsin in Madison, and will explore strategies of instruction both from the standpoint of theory and practice. The second conference, July 16-17, will be at the new Carl Sandburg dormitories of the University of Wisconsin in Milwaukee. It will deal with the psychology of the adult as it affects learning.

The conferences will include a limited number of presentations and considerable time for discussion and interaction. Participants include extension agents and administrators, other adult educators, graduate students, and professors of adult and extension education.

For more information write to me: 208 Agricultural Hall, Madison, Wisconsin 53706.

SARA M. STEELE  
*Madison, Wisconsin*

#### Total University Resource

*A People and a Spirit* states that "the functions of Cooperative Extension Service are university wide." The Fall 1969 issue of the *Journal* says: "The administrative arrangements within the University should not only permit but facilitate and encourage the channeling of all relevant university disciplines to the Cooperative Extension Service" (p. 137).

Noble as these statements appear, is it not time we faced reality? Are we talking to ourselves? Cooperative Extension seems to be ignoring the 115 member institutions of the National University Extension Association (NUEA) or the 29 Land-Grant Universities that merged Cooperative Extension and General Extension.

For the past few months I've been serving as chairman of an ad hoc interdisciplinary on-site University Ex-

tension study committee for Utah State University. During this time, we studied four universities throughout the United States, three Land-Grant Universities, and one state university. In addition, we conducted an in-state on-site study of Extension in Utah.

At no time during the study, nor during the writing of the report, did we find anybody suggesting that Extension perform the function identified above. It was suggested, rather, that Extension ought to become an integral part of the university in extending the total resource to the people of the state.

Cooperative Extension has a noble heritage. By locking arms with NUEA and the total resource of each university, the glowing recommendations made by the USDA/NASULGC Committee could become a reality.

WESLEY T. MAUGHAN  
*Logan, Utah*

#### **Physical and Social Science Competency Needed**

Extension employees must have competence in the subject-matter areas they are teaching and in the behavioral science areas that help them more effectively plan for and conduct their teaching efforts. We can no longer argue whether an Extension employee should have technical competence or have competence in a social science area. The nature of our program dictates some competence in both the physical and social sciences.

With the increasing movement toward specialization in agriculture and home economics programs, there is a demand for this type of competence at the time of employment. If Extension employment policies dictate

the need for potential employees having a specialized program at the undergraduate or Master's level, then Extension needs to take a serious look at the development of adequate in-service education programs in the behavioral sciences.

In-depth competence in the behavioral science fields cannot be achieved through just a one-day or two-day training session. However, one- and two-week workshops over several years can be useful.

During the past four and a half years a group of Extension educators (with Dr. Ralph W. Tyler as a consultant) have been concerned with improving graduate and in-service education programs for Extension personnel. The major development of this National Extension Curriculum Seminar has been the identification of concepts needed by Extension educators. Attention has been focused on the social sciences in the hope of identifying the most useful concepts.

Once identified, it'll be the task of the training personnel to translate these concepts into educational programs. Generally, this will require one type of training program for the county field worker, another type for the area specialist, and still a third type for the state specialist.

As the trend for specialization continues, Extension must seriously consider developing training programs that utilize the concepts from the social science fields. However, a balance must be maintained in each individual's job, featuring his technical competence and his competence to organize and do his job.

CLARENCE J. CUNNINGHAM  
*Columbus, Ohio*