

The Editor's Page

The January, 1970, issue of *Farm Technology* mentions the *Journal* on its editorial page. For the recognition we are thankful, but we must disagree with what was said. Gordon Berg wrote, when he talked about the *Journal*: “. . . Such ‘required reading’ is meant to ‘inspire’—but it has a way of doing just the opposite. . . . The publication to which I refer mirrors the thoughts of the big wigs behind such movements as general extension. They had the ‘inspiration’ to help produce such ideas as *A People and a Spirit*. They’re afraid to get to the *real issues*, because they don’t know the answers. Thus, they must develop ‘expertise’ in *non-agricultural areas*.”

He also says extension doesn’t listen to the agent on the firing line, but makes changes only from the top down. The *Journal* is interested in the agent in the field. In fact, county- and area-based extension people make up the majority of the *Journal's* subscribers. We’ve already gotten many comments from county and area extension staff members who returned the postcards inserted in the Spring issue.

If you haven’t sent in your card, take time and do it now. How do you feel about the *Journal*? We’d like to know!

Subject-matter specialization gets a lot of ink in extension publications these days. Extension professionals are asked to know more about less than ever before.

But knowing subject matter isn’t enough. It won’t make you a better teacher by itself. Extension staff must do something with their increased knowledge . . . they must get it to people with problems that beg solutions.

To use knowledge effectively, extension professionals must also become master educators. They must know program development, teaching-learning approaches, and evaluation procedures.

The *Journal of Extension's* purpose is to help extension professionals become better teachers. Becoming a better teacher is a “real issue,” Mr. Berg. Knowing something isn’t enough—you’ve got to do something with the knowledge.

JWA