In the Land-Grant College system the agricultural teacher came first. He soon learned that he had little to impart except the traditions and even the superstitions which were the only existing bases for farm practice. It is not surprising that these were soon found inadequate. A demand for a more satisfactory body of teaching material was created and, before many years, acts creating special facilities for research were passed. Then, as a rule, the teacher’s time was divided between teaching and research. Research had not been developed very far before farmers started demanding a larger portion of the time of the worker who already had two distinct duties. Although off-the-campus duties were confined chiefly to a few institute lectures, mainly during the winter period, they did give a direct farmer contact and this was reflected in the type of project selected for study, carried on chiefly through field trials.

With the passage of the Smith-Lever Act in 1914, most of the specialists for extension work, and even some county agents, were selected from those engaged in research. These men were familiar with the research of their time and even had first-hand acquaintance with much of the material which they were going to carry to the farmers.

The research workers who were not enticed to the new and flourishing pastures had fewer and fewer contacts with farmers. The sciences which are basic to agronomy grew rapidly and the research agronomist became further removed from the problems which were confronting farmers.

What happened to the extension agronomist? As farmers placed more confidence in his work, they demanded more and more of his time. The movement to make extension extremely popular and to reach every farmer immediately brought about highly organized and time-consuming methods of “putting over” extension. It became increasingly difficult to conduct research projects on the side, to maintain habits of systematic study, and even to keep one eye on the research related closely to his problems. Even more serious embarrassments followed. Research became more closely related to the pure science, e.g., studies of inheritance replaced variety trials. Research developed in so many directions that the extension worker not only found insufficient time to read the more important papers but found technic and theory becoming increasingly difficult to master.

While no satisfactory data are available it seems certain that at present subject matter specialization for extension usually follows the commodity interests. The agronomist endeavors to interpret the infor-