

A PRE-SERVICE TRAINING PROGRAM FOR  
COOPERATIVE EXTENSION SERVICE  
WORKERS

Thesis for the Degree of M. S.

MICHIGAN STATE COLLEGE

Jack C. Ferver

1952

This is to certify that the

thesis entitled

*A Pre-Service Training Program for  
Cooperative Extension Service Workers*

presented by

*Jack C. Ferrier*

has been accepted towards fulfillment  
of the requirements for

M.S. degree in Agri.

*John T. Stone*  
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Date May 21, 1952



**A PRE-SERVICE TRAINING PROGRAM FOR COOPERATIVE  
EXTENSION SERVICE WORKERS**

By

**Jack C. Ferver**

**A THESIS**

Submitted to the School of Graduate Studies of Michigan  
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1952

Throughout this study  
Mr. W. Stone has been  
most helpful in providing ex-  
perience and a good work-  
ing atmosphere which have not  
only, but also have been  
the writer.

L. G. Kettunen, MA  
contributed much to this study  
by ideas and methods  
of club work. Helpful  
Mr. V. Ballard, Direc-  
tor, Extension Service, H.  
State Leader of  
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the Supervisors. The  
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## TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION. . . . .	1
II. THE EXTENSION AGENT'S JOB. . . . .	5
Terms Applied to the Agent's Job. . . . .	6
Sources of Definition of the Agent's Job. . . . .	8
III. EXTENSION LEADERSHIP. . . . .	20
Leadership Techniques Used by	
Successful Agents . . . . .	26
IV. PROJECT DEVELOPMENT AND CLIENTELE . . . . .	38
Occupational Roles Performed by Agents	
in Developing Extension Projects. . . . .	39
Agent Work Load . . . . .	48
Building and Maintaining Clientele	
Through Project Selection and Planning. . . . .	50
V. PROGRAM PLANNING. . . . .	55
The Way Extension Projects Originate. . . . .	56
Discovering Problems and Needs of People. . . . .	60
Developing a Plan to Solve the Problems	
and Meet the Needs. . . . .	63
Getting the People's Acceptance, Modifi-	
cation or Rejection of the Plan . . . . .	64
Getting the People's Cooperation in	
Carrying Out the Plan . . . . .	65

CHAPTER	Page
VI. SOCIAL ORGANIZATION . . . . .	67
Recognizing Social Units in a Community . . . . .	72
Promoting Extension Organization in a Community . . . . .	76
VII. LOCAL LEADERS . . . . .	85
Finding Leaders Who Are Acceptable to Groups . . . . .	87
VIII. COUNTY PROGRAM COORDINATION . . . . .	102
Family Farm Unit Approach . . . . .	105
Relationships Between Agents . . . . .	109
IX. 4-H CLUB PRINCIPLES, OBJECTIVES AND PROJECTS. . . . .	116
Principles and Objectives . . . . .	121
Projects. . . . .	122
X. 4-H CLUB ORGANIZATION . . . . .	130
Types of Leader Organizations . . . . .	131
Types of Local 4-H Clubs . . . . .	143
XI. SPECIAL PROBLEMS FACING 4-H CLUB AGENTS . . . . .	149
How to Secure Parent and Community Cooperation . . . . .	149
How to Best Help Individual Clubs to Make Them Strong. . . . .	154
XII. URBAN 4-H AND OLDER YOUTH . . . . .	163
Urban 4-H Club Work . . . . .	164



CHAPTER	Page
Older Youth . . . . .	168
The Branch County Rural Youth Program . .	171
XIII. COUNTY EXTENSION ADMINISTRATIVE DETAILS . .	176
The Oakland County Administrative Plan. .	182
Specific Administrative Details . . . . .	185
XIV. ADMINISTRATIVE DETAILS OF THE COUNTY	
4-H CLUB PROGRAM. . . . .	192
4-H Club Records. . . . .	192
4-H Reports . . . . .	196
Other Administrative Details. . . . .	198
XV. ESSENTIALS OF EXTENSION TEACHING AND EFFECTIVENESS OF THE VARIOUS METHODS USED. . . . .	204
Creating Interest . . . . .	205
Laws of Learning. . . . .	207
Where People Seek and Get Information . .	212
XVI. THE PRESS . . . . .	218
Maintaining Good Relations With the Press . . . . .	222
4-H Club Considerations . . . . .	224
Techniques. . . . .	227
XVII. RADIO . . . . .	233
Factors Which Determine the Size of the Listening Audience. . . . .	234

CHAPTER	Page
What do Farm People Want to Hear? . . . . .	240
Radio Script Writing and Broadcast Techniques. . . . .	245
XVIII. PERSONAL AND CIRCULAR LETTERS . . . . .	250
Personal Letter Writing . . . . .	251
Letter Appraisal Chart. . . . .	259
XIX. CIRCULAR LETTERS AND READABILITY. . . . .	262
Circular Letter Writing Techniques. . . . .	263
4-H Club News-letters . . . . .	268
Writing for High Readability. . . . .	269
XX. AUDIO-VISUAL AIDS . . . . .	274
Direct, Purposeful Experiences. . . . .	277
Contrived Experience. . . . .	278
Dramatic Participation. . . . .	279
Demonstrations. . . . .	280
Tours . . . . .	286
Exhibits. . . . .	291
Motion Pictures and Slides. . . . .	294
XXI. COUNTY EXTENSION MEETINGS . . . . .	300
Hints for Meeting-chairmen. . . . .	303
The Discussion Leaders Job. . . . .	306
Extension Meeting Techniques. . . . .	312
XXII. LABORATORY EXERCISES. . . . .	317
1. Visit To a County Extension Office. . . . .	318

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sion A

INDEX . . . . .

BIOGRAPHY . . . . .

REVIEWS . . . . .

CHAPTER	Page
2. Planning Our 4-H Club Program . . . . .	322
3. Planning a Series of 4-H Leader Training Meetings . . . . .	327
4. Panel Discussion of 4-H Club Local Leaders . . . . .	332
5. County Extension Office Adminis- tration . . . . .	334
6. Visual Aids . . . . .	339
7. Extension News Writing and Radio Script Writing. . . . .	341
8. Personal and Circular Letter Writing.	342
9. Talks on 4-H Club Work and Other Phases of the Extension Program by Class Members. . . . .	343
10. Visit to a County 4-H Club Achieve- ment Day. . . . .	345
11. 4-H Recreational Programs and Observances . . . . .	347
12. Panel Discussion by County Exten- sion Agents . . . . .	353
SUMMARY. . . . .	355
BIBLIOGRAPHY . . . . .	358
APPENDICES . . . . .	364

LIST OF TABLES

TABLES	Page
I. The Relation of Social Factors to Agricultural Extension Work . . . . .	71
II. District Extension Supervisor's Ratings of County Extension Personnel Cooper- ation and the Quality of the County Programs in Two of Michigan's Four Extension Districts . . . . .	104
III. Michigan's 4-H Projects and Member Enrollment for 1950 . . . . .	127
IV. The Average Comparative Advantage of the Project Type and the Community Type of 4-H Clubs. . . . .	145
V. A Comparison of 4-H Programs in a Michigan County Having Almost Entirely Community 4-H Clubs and One Having Almost Entirely Project 4-H Clubs . . . . .	147
VI. A Comparison of How County Agricultural Agents, Home Demonstration Agents, and 4-H Club Agents Estimate They Spent Their Working Time in 1950. . . . .	178
VII. Sources of Useful Information About Farm- ing reported by 112 Farmers . . . . .	213

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TABLES	Page
VIII. Percentage of Time on Extension Radio Programs Devoted to the Various Kinds of Subject Matter by Regular Broad- casters . . . . .	242
IX. Difficulties Encountered in Using Visual Aids . . . . .	275
X. The Cone of Experience. . . . .	277
XI. The Way in Which Michigan Agents Estimate They Spend That Part of Their Time Used in Working With Groups . . . . .	301

## LIST OF FIGURES

FIGURES	Page
1. Organization Chart of Michigan Cooperative Extension Service . . . . .	15
2. The Rate of Acceptance of a New Farm Practice and the Time Spent by a Model Michigan County Agent in the Extension Teaching Process. . . . .	49
3. The Relationship of Project Activities to the Way County Agents Develop a Clientele of Extension Cooperators. . . . .	52
4. A Schematic Presentation of Group Relationship in a Rural Community . . . . .	69
5. A Typical County 4-H Leaders Council Organization Chart . . . . .	133
6. A Typical County 4-H Leaders Association Organization Chart. . . . .	136
7. The Number of Different Young Men and Women Assisted by Extension . . . . .	170
8. The Number of Office Calls per Michigan Extension Agent . . . . .	180
9. The Number of Telephone Calls per Michigan Extension Agent . . . . .	181
10. Relative Effectiveness of Different Types of Extension Teaching Methods . . . . .	216



FIGURES	Page
11. Number of News Articles Published by Successful and Less Successful Michi- gan County Agricultural Agents. . . . .	221
12. The Number of Radio Broadcasts per Michigan Extension Agent. . . . .	235
13. Total Number of Tours Conducted by Michigan County Extension Workers Annually. . . . .	287

## CHAPTER I

### INTRODUCTION

Michigan State College is among the many colleges and universities that have within the past few years established pre-service training courses for young men who desire to become county workers with the cooperative extension service.

At present, course work leading to the degree of Bachelor of Science in Agricultural Extension at Michigan State College includes a wide range of subjects which experience has shown to be of value to extension workers, plus two courses designed expressly for extension majors. The first of these two courses is a one credit course given during the junior year which deals primarily with a study of the history, organization, relationships and objectives of cooperative extension work. The second is a four credit course given during the senior year which deals with county extension program development, social organization problems which affect extension programs, and the use of various extension methods such as demonstrations, news writing, radio, etc.

Experience has shown that most young men employed by the extension service in Michigan begin their work as

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### The Problem

It was the purpose of this study to develop a series of class discussions and laboratory exercises for the senior extension course at Michigan State College which would aid in adequately preparing students to assume the job of county 4-H Club agent upon graduation.

### The Method

The problem of what should be included in a pre-service extension training program has been considered by a number of extension administrators and specialists, acting both individually and in committees. In this study the course content suggestions made by these workers were reviewed, and those which were generally accepted were chosen for development.

Forming the basis for the subjects which were included in this study was the 1948 Joint Committee Report on Extension Programs, Policies, and Goals.<sup>1</sup> This report states that it should be the goal of pre-service training courses to prepare workers who:

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1. Are basically grounded in the physical and social sciences of significance to life in America.
2. Are familiar with reliable sources of important information.
3. Understand the background, philosophy, objectives, policies and organization of the extension system.
4. Are skillful in applying principles of psychology and education to extension teaching, supervision and administration.
5. Can organize rural people and stimulate leadership among them.
6. Understand the processes by which rural people and extension workers cooperating can analyze local problems, arrive at potentially sound solutions, and develop a county extension program.
7. Know the problems and procedures of adult and out-of-school youth education.
8. Are skillful in organizing, interpreting, and presenting basic economic, social, technical, and scientific data, and their implications in rural life.
9. Understand the techniques and processes of evaluating the effectiveness of extension programs.

In each of the following twenty-one chapters a subject is discussed which is considered important in a pre-service

training program for extension workers. Following these chapters is a chapter which contains twelve laboratory exercise outlines.

#### Footnotes

1. Joint Committee Report on Extension Programs, Policies and Goals, U.S.D.A. and Association of Land Grant Colleges and Universities, U.S. Government Printing Office, 1948, p. 44.

The United States Manual takes the positions that are identical. "Position" is an aggregation of duties assigned to one and the concept "position" is composed of units by virtue of the title. These definitions of service mean that related to serving the administratively created positions by which the structure and the law submitted to the far these "positions" were.

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## CHAPTER II

### THE EXTENSION AGENT'S JOB

The United States Employment Service in its "Job Analysis Manual" takes the stand that a "job" is a group of positions that are identical in every respect and that a "position" is an aggregation of duties, tasks and responsibilities assigned to one individual.<sup>1</sup> Miller and Form<sup>2</sup> expand the concept "position". They suggest that the work position is composed of technical, spatial and social demands by virtue of the organizational function to be fulfilled. These definitions applied to the cooperative extension service mean that because there is such a service dedicated to serving rural people, and because this service as administratively created the "positions" of county extension agents by which communication from the Department of Agriculture and the land grant colleges can be in person transmitted to the farmers and rural groups, that the totality of these "positions" which are roughly identical, constitute a "job".

The assumption that all county agents or all home demonstration agents or all 4-H Club agents do the same things is probably correct only to a degree. Extensive job analysis

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work done by a research committee at Michigan State College has revealed many of the central tendencies and ranges of behavior that are characteristic of county extension workers "on the job."<sup>3</sup>

Terms Often Applied to the Extension  
Agent's Job

In literature and conferences dealing with extension work frequent reference is made to the extension agent as a "professional", "administrator", "salesman", "public relations man", and by other similar titles. These references seem to range from general job titles implying a complete pattern of behavior to specific tasks and duties expected in the work pattern of an extension worker. A few of these terms are now briefly considered:

Professional. Reference to the county extension worker as a "professional" seems to point out that the job has certain aspects in common with other "professional" jobs, and that it is different than other non-professional ones. In general the attributes or prerequisites of professionalism include a prolonged and specialized training, a professional brotherhood passing on the qualifications and characteristics of its members, and a relationship with a clientele involving the idea of service. The total body of professionals can be separated into those who operate as free agents except for the control of their own professional organization

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and those who work within the structure of business, education, public health and welfare, or some similar organization. The county extension worker is clearly in the latter class.

Executive, administrator, bureaucrat. Reference to the county extension worker as an executive, administrator, and in a sense as a bureaucrat, is related to additional duties assumed by these agents in past years and to a change in the definition of the teaching situation. Agents are frequently called on to assist in setting up programs for soil conservation, land use planning, drought relief, and in cases of emergency or war, on food production, and farm labor. Cooperation with these national programs and the system of reporting and evaluation necessary for their maintenance, as well as that of the extension service itself, clearly relate the executive and administrative function to the bureaucratic nature of the structure.<sup>4</sup> There is little doubt that the agent's preoccupation with executive and administrative detail, especially when directed at maintaining the organizational structure, is resented by the farmer in that it cuts down on the time the agent is available for personal consultation. This "bureaucratic" activity seems to be a violation in the eyes of the agent as well.

Social role. The designation of terms as administrator, executive, bureaucrat, teacher, businessman, public relations man, etc., illustrates what is often called the "social role" that an agent is expected or required to perform.

There is reason to believe that a role analysis is crucial to the understanding of any job. In many cases the role constituents of a job are arrived at by inspection, and although they may adequately describe the aspects of the job, they perhaps have only face validity. That is, that may describe the behavior but omit the most important aspect of the role analysis. In a role analysis the important elements to be determined are the rights and duties that are expected of a person because he is in a certain position or status. Linton,<sup>5</sup> who speaks of a role as the dynamic aspect of a status, suggests that when a person puts the rights and duties which constitute a status into effect he is performing a role. Role analysis of the position "county agent" or "4-H Club agent" will then constitute an inventory of the rights and duties of persons in this position, with emphasis on the source of sanctions or authority making this role possible or mandatory.

#### Description of Extension Agent's Job

At present there seem to be three main sources of definition of the extension agents' job:

1. The avowed objective of the organization is to provide extension service. The persons responsible for the organization are those persons responsible for other objectives of the organization.
2. The organization includes, (a) the persons in which the United States, the State of New York, and the county are interested. The structure of the organization includes the positions and the persons formed to make the organization effective.
3. The needs and objectives of a joint committee of the Department of Agriculture and the State College of Agriculture and the State College of Forestry are pointed out. It is pointed out that the extension service is limited to the limits of two counties. The first of these is the Department of Agriculture and the second is the State College of Forestry. Those whom extension service is to be provided to is the broad view of the extension service.

1. The avowed objectives of the cooperative extension service. This includes the rationale of the persons responsible for its founding as well as other objectives subsequently assumed.
2. The organizational structure of the service. This includes, (a) the national state-county dimension in which the United States Department of Agriculture, the State Land-Grant College, and the local county are integrated, (b) the legal rationale nature of the organization, and (c) the system of positions and responsibilities which have been formed to make the extension service function.
3. The needs and desires of the people. In a report of a joint committee of the United States Department of Agriculture and Association of Land Grant Colleges on extension programs, policies and goals, it is pointed out that the program of the cooperative extension service is developed within the limits of two major controlling factors. The first of these is the ongoing program of the United States Department of Agriculture and the Land-Grant College, and the second is "the needs and desires of all those whom extension is or should be serving." In the broad view, "the needs and desires of the people"



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can refer to needs which are culturally determined such as a high standard of living, health and freedom from debt and which can be attained by more efficient production and marketing methods.<sup>6</sup>

### The Objectives of the Cooperative Extension Service

The Cooperative Agricultural Extension Service was created by law to coordinate the efforts of the United States Department of Agriculture and the State Land-Grant Colleges in their related functions of research and education. The avowed objectives of this agency are outlined below as presented by C. B. Smith and M. C. Wilson<sup>7</sup> in The Agricultural Extension System of the United States. They are as follows:

1. To increase the net income of the farmer through more efficient production and marketing and the better use of capital and credit.
2. To promote better homes and a higher standard of living on the farm.
3. To develop rural leadership.
4. To promote the mental, social, cultural, recreational and community life of the rural people.
5. To implant a love of rural life in farm boys and girls.
6. To acquaint the public with the place of agriculture in the national life.

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7. To enlarge the vision of rural people and the nation on rural matters.
8. To improve the educational and spiritual life of the rural people.

This listing of the avowed objectives of the extension service is not altogether reflected in the early technical agriculture orientation of the extension program. This discrepancy does point out, however, the basic assumption guiding their work. This assumption is that the agricultural practice of the American farmer is lagging behind the Nation's knowledge of agriculture, and that by changing the farmer's practice, the more broadly defined objectives will follow. This list of extension objectives also points out the motives of the people guiding the movement and helps explain some of the changes of emphasis which appear later.

The shift in the emphasis of the extension service is delineated in the 1948 joint committee report.<sup>8</sup> This committee restates the educative focus of the service, but points also to the ever-widening range of subject matter and teaching techniques that are used. In a listing of the achievements of the service over a third of a century, a number of the earlier stated objectives are paralleled, while other achievements indicate a shift in emphasis. The achievements seen by the committee as advances in the fundamental areas of individual family, and the community life are as

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follows:

1. Applying the findings of research.
2. Solving problems through group action.
3. Understanding economic and social factors at the community, state and national level.
4. Improving homemaking functions such as family diet, clothes, and the saving of time and energy for the homemaker.
5. Work with rural youth.
6. Counseling on farm problems.
7. Contributing to the science of government and education.
8. Mobilizing rural people to meet emergencies.
9. Aiding esthetic and cultural growth of farm people.
10. Contributing to urban life.
11. Developing rural leadership.

The changes in objectives and scope of extension services are best summed up by the committee's statement that: "Whereas extension has done much for people, it is what extension has helped people to do for themselves that achieves greatest results."<sup>9</sup>

This focus is best seen in the emphasis on a group approach to problem-solving and to help in the understanding the more complex and economic aspects of the world people live in.

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To the technically trained, project oriented county worker these kinds of objectives may well seem idealistic and not practical. They will have a molding influence on the county worker's job in direct proportion to the degree in which they are communicated to the agent. The extension service is ideally prepared to make this communication — principally because the professional training facilities are affiliated with the service, and because of the system of district, state and regional meetings used for supervision and in-service training. These conferences provide many opportunities for reference to the objectives of the extension service.

The effect of these objectives on the job cannot be fully understood in terms of communication. Before they can have any real function they must be translated into evidence of expected behavior. That is, the administrators of the program who hold these objectives must demonstrate that they expect the agents to work toward their fulfillment. Added to this influence of the avowed objectives of the extension service on the agent's job are the effect of its organizational basis and structure and the needs and desires of people. These are discussed below.

#### The Organizational Structure of the Agricultural Extension Program

Understanding the organizational structure of extension



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1. The national-state-county sharing of responsibility.
2. The legal rational basis of the organization.
3. The system of offices and responsibilities which have been formed to carry out its functions.

In each case the focus is on the county worker's position in the total structure. The purpose of this discussion is to determine the molding effect of these organization features in the county worker's job.

Figure I shows the organization of the Michigan Cooperative Extension Service. Review of this chart indicates that the Cooperative Agricultural Extension Service is organizationally related to three levels of government. These are (1) the National Government with the National Director of Extension directly responsible to the Secretary of Agriculture, (2) the State Government operating through an agricultural college extension service and headed by the Director of Extension and (3) the county government. At this level the county board of supervisors (or related body) shares responsibility with the county agent who, although located permanently in the county, is a member of the staff of the state college of agriculture.

The legal-rational basis of the Cooperative Extension Service is found in a number of legislative acts dating from 1862 to the present. The enabling acts for the land-grant

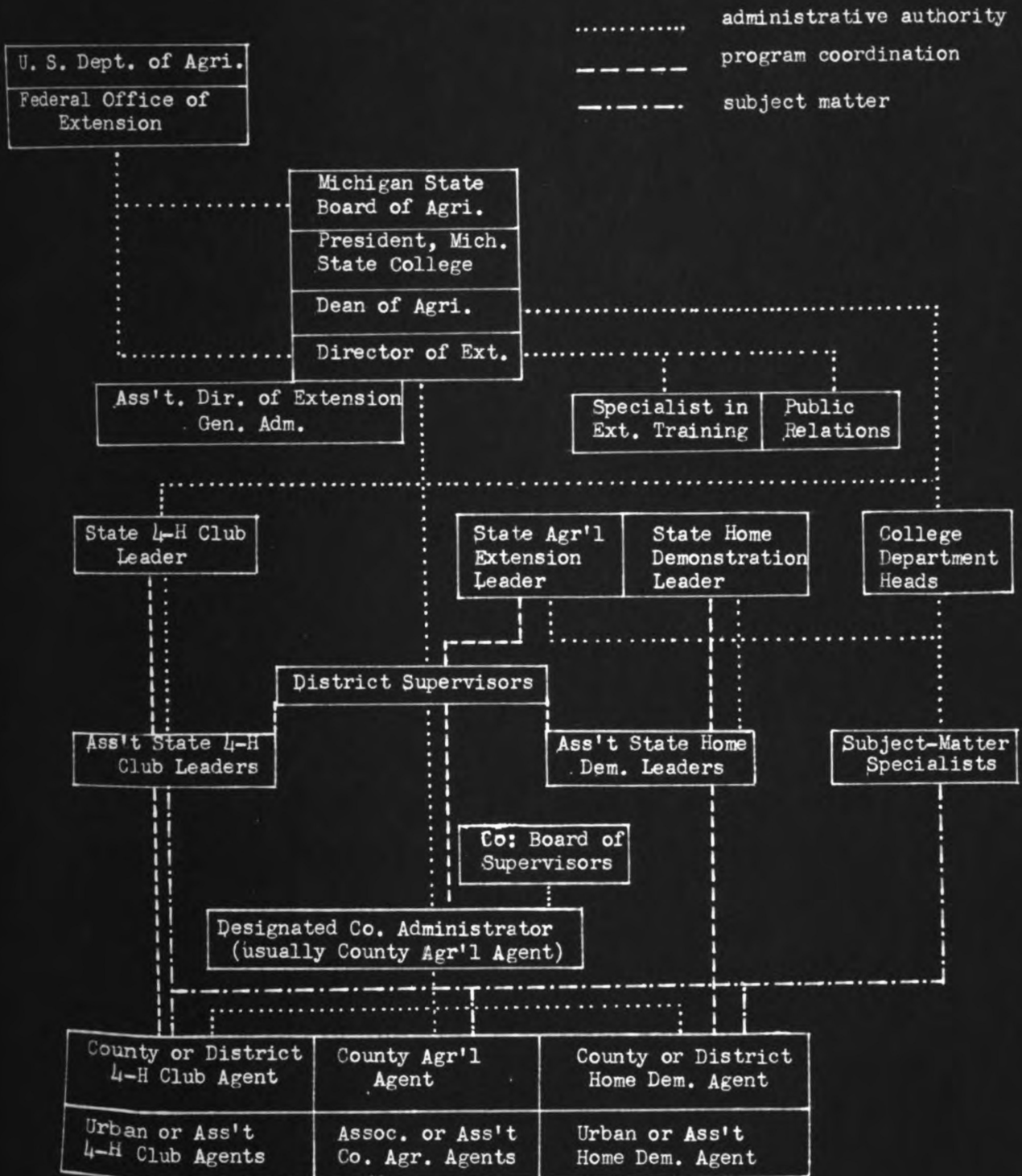


FIGURE 1

ORGANIZATION CHART

MICHIGAN COOPERATIVE EXTENSION SERVICE

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colleges and the United States Department of Agriculture were both passed in 1862. These two agencies are the principal ones cooperating in the service. Both of them were originally assigned research functions. The legislation which established the U.S.D.A. provided that the general design and duties of the department are "to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of the word."<sup>10</sup> The Morrill Act established the colleges of agriculture in this year, and in 1887 the Hatch Act provided for the Agricultural Experiment stations. In 1914 the Smith-Lever Act was passed which called for a Cooperative Agricultural Extension Service in which the research and teaching function of the United States Department of Agriculture and the Land-grant colleges were integrated. Other acts provide for the financial support of the extension program.

In general the county extension agent is an employee of the state college of agriculture located permanently in a county when the county properly organizes for the work and provides funds in part payment of the salary or expenses, or both, of the agent. In some cases the county funds are augmented by contributions from farm or business organizations or from individuals. The right of the county to spend money on this kind of function is fundamentally the same as that

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which permits local governing boards to spend money on any function not specifically assigned to the state or national government. This right is often outlined whether in the constitution of the state or in some act of permissive legislation.

The effect of this kind of legal-rational base upon the county workers' job, beyond outlining in broad terms the intent of the service and providing a financial base for it, is to create a position that is on one hand stringently outlined and controlled, and on the other hand in uncontrolled by precise directions. The agent knows what the service expects of him and can evaluate his own program in that light. What the county board expects of him however is not often a matter of formal record.

If the resultant behavior of the agent violates too strongly the expectations of either group, an adjustment must be made. Much of the effort of the state level personnel goes toward bringing the two sets of expectancies (the county's and the service's) into line. The potential effect of disagreement is great, because either group has it in its power to end the program. Agreement must be maintained on who the county staff will consist of and what the net county contribution will be.

The description of the network of offices and positions working at all levels in the extension structure are forcibly

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impressed upon the agent because they are acted out daily in his contacts with supervisors, subject matter specialists, and other college U.S.D.A. representatives. In this manner expected behavior is not only outlined but deviation from and compliance with expected behavior is the subject of many of these personal meetings. In some cases deviation is the cause of a rating which may affect the pay scale of the agent.

The impact of the needs and desires of the people upon the county agent's job is more difficult to outline. For a farmer to expect a kind of behavior for which he has no need or desire doubtless sets up a negative reaction. He may avoid the agent because of it. Where some need has been filled by an agent in the past because of emergency or special interest of the agent, this activity may become a part of the job because people expect it. Failure to perform may be deemed reason to censure the agent.

The above discussion has described the convergence of three major forces upon the job of the agricultural extension worker. The avowed objectives, the organizational structure, and the needs and desires of the people have been shown to each have their place. They are the forces that determine what the agent does. Each force is translated by the individual agent into a pattern of expected behavior of which some have the force of authority behind them and some

which carry only the

1. William H. Stead and  
Research Program of  
Public Administration  
p. 62.

2. Delbert C. Miller and  
ology, Harper and

3. John T. Stone, An Agent's Job, Unpubl  
1931.

4. Charles P. Loomis and  
Systems, Prentice-H

5. Ralph Linton, The S  
Century Company, 19

6. Joint Committee Rep  
and Goals, U.S. Dep  
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7. C. B. Smith and M.  
tion System in the  
Inc., New York, 193

8. Joint Committee, C  
ed, p. 5.

9. Loomis and Beegle,

of which carry only the sanction of tradition.

#### Footnotes

1. William H. Stead and W. Earl Masincup, The Occupational Research Program of the United States Employment Service, Public Administrative Service, Chicago, 1943, p. 62.
2. Delbert C. Miller and William H. Form, Industrial Sociology, Harper and Bros., New York, 1951, p. 426.
3. John T. Stone, An Analysis of the County Extension Agent's Job, Unpublished Doctor's Dissertation, Harvard, 1951.
4. Charles P. Loomis and J. Allen Beegle, Rural Social Systems, Prentice-Hall Inc., New York, 1950, p. 662.
5. Ralph Linton, The Study of Man, New York, Appleton-Century Company, 1936, p. 113.
6. Joint Committee Report on Extension Programs. Policies and Goals, U.S. Dept. of Agriculture and Assn. of Land-Grant Colleges and Universities, Washington, D.C., 1948, pp. 7-8.
7. C. B. Smith and M. C. Wilson, The Agricultural Extension System in the United States. John Wiley and Sons, Inc., New York, 1930, pp. 10-11.
8. Joint Committee, op. cit., pp. 3-5.
9. Ibid., p. 5.
10. Loomis and Beegle, op. cit., p. 658.

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## CHAPTER III

### EXTENSION LEADERSHIP

Gouldner describes a "leader" as one "whose behavior stimulates patternings of behavior in some group."<sup>1</sup>

Extension agents must be leaders because no one can do the extension job unless he is an acceptable leader to the people with whom he works in the county, and is consequently able to cause people to:

1. Listen to him and agree on common goals.
2. Follow him or his advice.
3. Go into action toward these goals.

There is a rather sharp distinction between lay and extension leaders which should be pointed out. Many writers stress the fact that professional workers, including extension workers, are not true group leaders in that they are not selected by the group and are not usually members of the group. Sanderson said,

"The function of the professional leader is to act as stimulator and educator of the group which employs him, but it is not his function to act as a group leader, even though the job is thrust upon him. In so far as he does so he prevents the best social organization of the group with which he is entrusted."<sup>2</sup>

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A further distinction should be made regarding extension group leaders. In adult extension groups the leaders are members of the groups and are selected by the groups, and for these reasons are considered real leaders. However, in 4-H Club work this is not the case, and club leaders are actually advisors both in origin and function. Martin<sup>3</sup> points out in 4-H Club work the real leaders are the club members who lead activities and act as committee chairmen or assistant leaders.

While extension workers and 4-H Club leaders are not actually group leaders in the accepted sense it is possible that they have an even more important function, and that is as advisors of leaders. Their job is to help leaders help their groups. It is vitally important that agents and 4-H Club leaders remember that when they do something for a group which they might have encouraged the group to do for itself, they prevent the group from developing its own resources, and may be actually delaying community and group organization.

Gouldner<sup>4</sup> lists two major critiques for classifying leaders:

1. The Situation Critique - the traits, abilities and methods required of the leader depend upon the situation in which he is a leader.
2. The Trait Critique - that a certain set of person-

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Quite closely related with these theories is the theory of Heredity - - that man is born to the purple and his leadership abilities are inherited. The rise of the triumvirate: Protestantism, modern science and capitalism, which paved the way for the founding of our country on the principle of democracy, will not let Americans accept this "born to the purple" idea. Even if the days are rapidly passing when every boy can become president of the United States or of United States Steel, Americans still believe that they are masters of their own fate and still believe they can become leaders if they work at it hard enough.

In extension at the present time, both the Situation and Trait Critiques are used in employing new agents. Up until the present agents have been hired largely on the basis of the traits they seem to have, which the administration feels will be necessary in their work situation. A great deal of effort is now being given to establishing a more rational approach to hiring new agents. An attempt is being made to develop a series of tests which will measure aptitude and extension type abilities. Large commercial companies have long had a scientific approach to the job of hiring their key workers, and it is felt that in extension all effort must be made to place workers in counties who will be able to

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Supervisors have in the past considered the following leadership traits and background factors in hiring extension workers:

1. Rural background.
2. 4-H Club experience.
3. Community activity participation.
4. References.
5. School record, including both grades and extra-curricular activities.
6. Lack of antagonistic attitude, flippancy and garrulousness.
7. Confidence and assuredness.
8. Good appearance.
9. Suitable manners.
10. Enthusiasm.

David Meeker<sup>5</sup> Director of Education for the Dearborn Motor Company, has listed these requirements of a salesman which he feels would fit an extension worker as well:

1. Sincere desire to serve.
2. Must have knowledge.
3. Has to believe.
4. Confidence.
5. Enthusiastic and optimistic.

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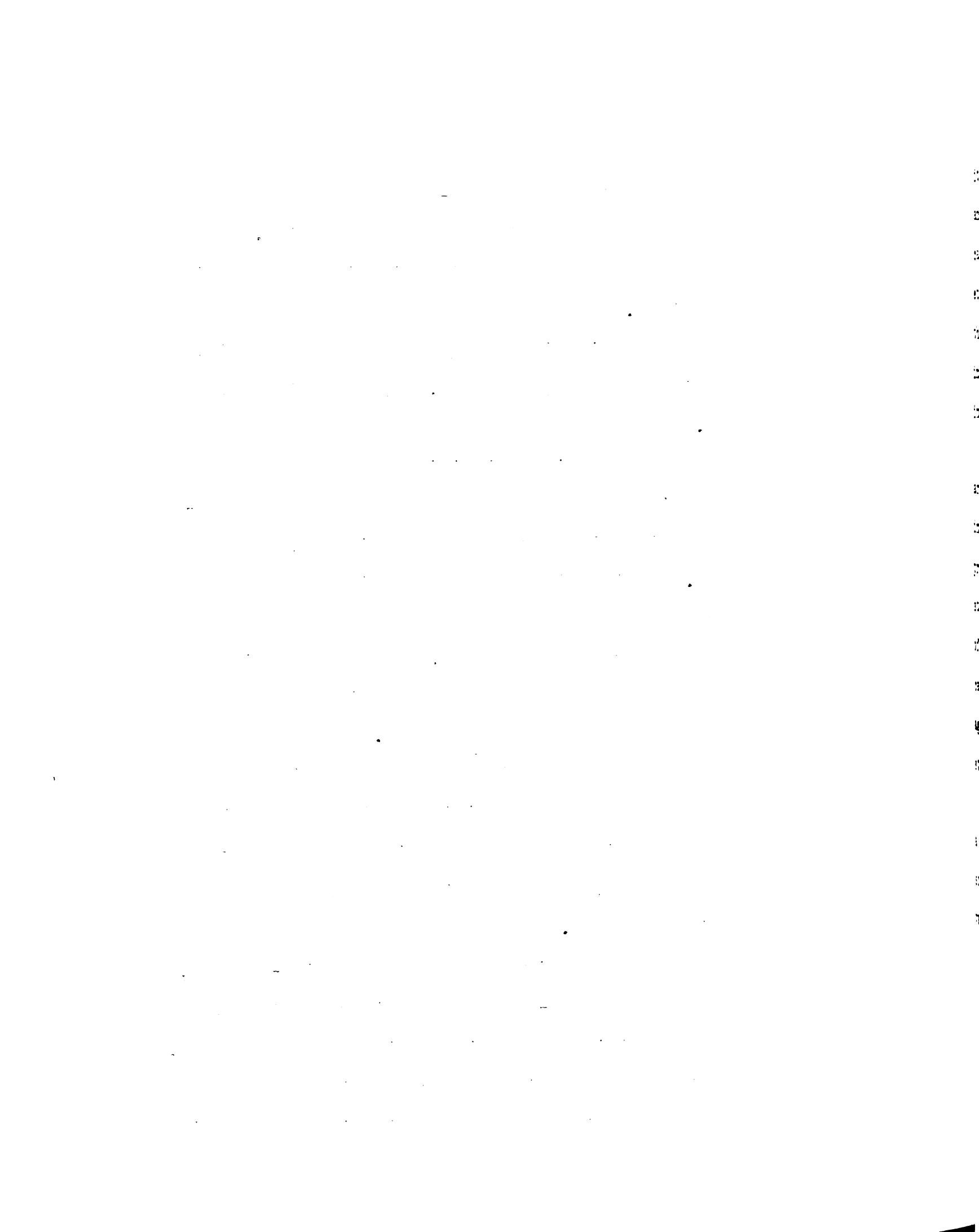
6. Understand his objectives - he must know where he is going and where his customers are going. He must always know what he is doing in terms of his objectives.

Bogardus<sup>6</sup> stated in his book Leaders and Leadership, "leadership arises out of (1) Energy, (2) Intelligence, and (3) Character."

It is probable that if an individual has these three characteristics in average amounts he can be a good Extension leader. Again this does not say he will be, but merely that he can be. It is going to take the will power of a strong character, the energy of a man who wants to become a good extension worker above all else, and the intelligence to study and absorb the methods of leadership of men who have tried and failed or succeeded before. A few of the best extension leaders are not physically large men with a gift of persuasive speech and personalities that sweep all into their camp, but men with the three requirements who have worked a little harder, thought a little more, and have had a sincere desire to serve.

The three assumed requirements of leadership - energy, intelligence and character - are now considered briefly:

Energy. The ability to act is considered to be energy. Booker T. Washington taxed himself more heavily than he did anyone else. If there is anything that inspires fellowship,



it is to have someone step up front, shoulder a double load, and set the pace. Much of Teddy Roosevelt's leadership came from his boundless energy. No place else in our society is energy valued more highly in a leader than it is in the rural areas where farmers still work a fifteen hour day in the summer. Thomas Edison said, "Genius is two per cent inspiration and ninety-eight per cent perspiration."

Intelligence. Energy is not enough - it might go around in circles or fatally blunder unless it is guided by intelligence. Sound reasoning and careful planning should precede crop planting by farmers. Director Ballard<sup>7</sup> has stated that in his opinion the lack of planning on the part of agents (especially new agents) is one of the biggest causes of below par accomplishment. It is necessary for agents to develop foresight - to try and keep at least one step ahead of the followers.

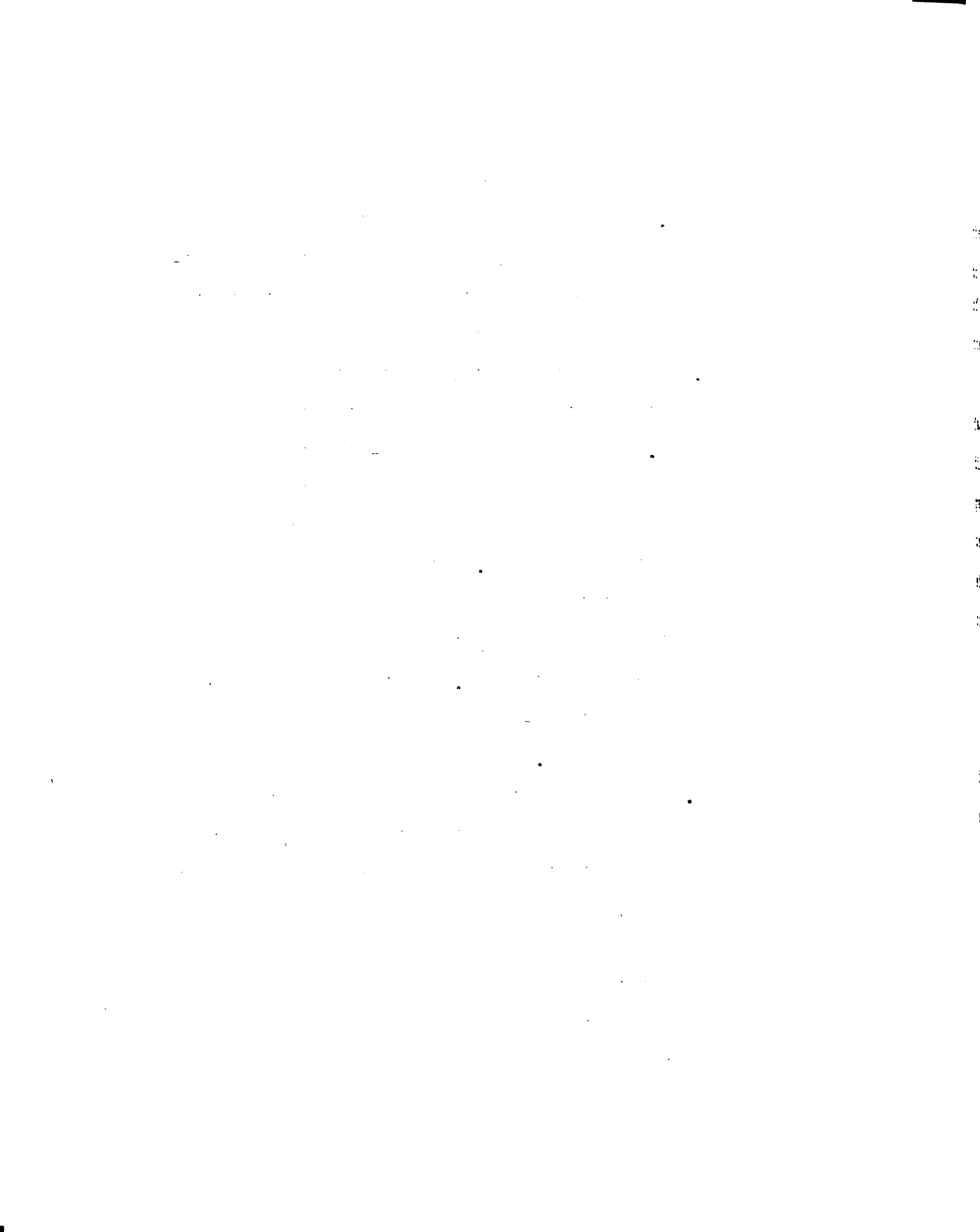
Character. In the psychical sense a person might have a strong character and be a narcotics ring leader, but in the social sense character is integrated with reference to social values. It involves:

Sympathy

Dependability

Loyalty to principles

Sincerity





It is necessary for an agent to identify himself with the people he is trying to serve. If he is able to do this, to feel as they feel, the above four points will take care of themselves, providing that from this identification there does not only grow sympathy and pity, but action.

Leadership study is difficult because there are many factors involved, and every writer on the subject has a different interpretation. Extension students can, however, gain much valuable knowledge from studying the techniques used by successful agents in handling some of the common situations which require leadership ability. The remainder of section describes a number of situations and techniques.

### Community Consciousness

Burr says, "the first duty of a leader in a community is to acquire community consciousness. He should make no movement until this is acquired."<sup>8</sup> The extension administration does not expect much of a man his first year in a county largely because they do not want him to make serious errors in judgment as a result of not knowing how the people of the county feel about many things. This is the time he should get acquainted, learn how people feel, and learn the county situation. This can be done through making a county survey, which will be discussed in a following section. If

instead of going into extension work a young man goes to work with a feed or machinery company, he probably will be sent into an area where he will help the dealer, who is about to handle the company's product, to make a "market survey." The expressed reason the company will give for financing this survey is in order to inform the company and the dealer of the places where people shop, what newspapers they take, etc. These are certainly important reasons, but the biggest reason is probably so that people will get to know the company's representatives. People are much more interested in someone they have met personally. This is good business for extension as well as private enterprise.

In acquiring community consciousness agents also learn what personal behavior pattern is expected of them. In some counties the agent is expected to "have a beer" with his people, while in other counties to be seen doing so would possibly result in a firm refusal by parents to have their boys and girls go with the agent to an older youth camp. An agent must know the social values in a community and be scrupulous in abiding by these values. Ralph Waldo Emerson made a statement all extension workers would do well to take to heart, when he said, "What you are thunders so loud I can't hear what you say."

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### Service

In accomplishing the objective of helping people to help themselves agents are performing service to the people. As will be discussed in the next chapter, one way to build a clientele of extension cooperators is through service. Successful extension agents build a clientele by rendering service to people, but it is doubtful if these successful agents serve primarily to build social capital and a large clientele. These successful agents are sincere in their desire to serve, the people in the counties realize the agents are sincere, and social capital and a clientele are the natural "bi-products".

One conclusion reached by Curry after making an intensive study of the way extension agents perform their job was,

"successful county agricultural agents had a self image that identified them positively with the local community and its needs. The desire on the part of county agricultural agents to be of service to the people is a fundamental factor for success."<sup>9</sup>

### Favoritism

Extension agents deal with so many fine people who are very much interested in the work that they inevitably become attached rather closely to several families. It is maintained by some that it is never wise to have close personal

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Care should be taken to guard against showing undue favoritism to certain individuals and groups. An excellent safeguard in 4-H work against favoritism is to have an awards committee composed of local leaders to make decisions concerning individual and club awards.

### Arguments

There are all kinds of group arguments and conflicts in which extension could become involved, but a good rule to follow is to stay out of all arguments which are not worthy of an extension agent. Burr<sup>10</sup> has this to say,

"Group conflict is not detrimental to community welfare unless it becomes personal and vindictive in character. It is a symptom of disorganization, but disorganization not only precedes reorganization, but it is an essential part of the process of adjustment which goes on continually in a democratic society."

Many new 4-H clubs have been organized because one faction split off from the old club after an argument of some kind, usually involving leadership. In a community argument of this kind most good agents listen to both sides only when necessary, but do not show partiality, nor do they make any attempt to mediate the conflict.

On the other hand there are conflicts which arise that involve principles upon which agents should have convictions,

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and an agent must certainly take a firm stand in such cases, even though it may mean that some people will not be happy with the decision. For instance, the local volunteer leader of a club might encourage the members of the club to have a good vegetable exhibit at the fair even though their garden was a failure. Under no condition should such action be tolerated by an agent, even though it may mean losing a leader and a few members. Bogardus says, "The person who stands by generally valued principles, no matter what the cost, is universally admired and recognized."<sup>11</sup> Lincoln said,

"You may burn my body to ashes, and scatter them to the winds of heaven; you may drag my soul down to the regions of darkness and despair to be tormented forever; but you will never get me to support a measure which I believe to be wrong, although by so doing I may accomplish that which I believe is right."

When arguments arise, and arise they will if the agent is doing anything, an agent should appraise the situation carefully, and when necessary take a firm stand based on facts, his moral convictions of right and wrong, and his convictions of fairness. In so doing he will probably gain the respect of his people.

#### Taking Time to Listen and Consult

Often agents become so involved with the many details of extension meetings and events that they have very little



time to talk to the people who approach them with questions and suggestions. One 4-H Club agent had not been on the job long and was busy with the details of a spring achievement program when a visitor approached him and began inquiring about the organization of the clubs that had completed the project work which was on exhibit. Although the agent had previously passed off some similar inquiries, on this particular occasion he took time to take the visitor about the exhibit hall, pointing out the work of particular clubs and briefly describing the 4-H organizational plan in the county. The visitor turned out to be a member of the school board of the Holland, Michigan, Christian Schools, and as a direct result of that five or ten minutes conversation 4-H Club work was introduced into the Holland Christian Schools for the first time.

Every 4-H Club agent at one time or another remembers upon seeing or hearing the name of one of his club members in connection with a distasteful happening that at some previous 4-H Club activity there was an opportunity to talk and consult with the member, but the opportunity was not taken. Usually such opportunities are not taken because agents are too involved with the details of the activity.

Agents do not seem to have time to talk with people on many occasions, but they should find time. This can be done by:

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1. Planning more thoroughly.
2. Organizing more carefully.
3. Delegating responsibility.

A well organized event can be largely conducted by the leaders, leaving the agent free to talk and consult. A good agent is never too busy to talk to his people, and only starts worrying when people no longer come to talk to him.

#### Making Changes

Burr said,

"A Leader's task appears to him at times to be taking a situation where everything is entirely wrong and bringing of it a situation where everything is entirely right. At this point success will depend upon whether or not he will attempt to precipitate a revolution."<sup>12</sup>

A new county agent had been a 4-H Club agent in a county where a very successful soil conservation district had long been functioning. In his new county and on his new job, the agent immediately set out to establish a conservation district. The referendum establishing the district did not receive the necessary vote, the agent lost prestige, and he was soon transferred to another county.

Burr said, "Any given action, to have element of permanency in a community, must be by the people. Never move forward rapidly with a small majority."<sup>13</sup> Probably no place in extension leadership or any other type of community leadership is a principle violated as frequently as this. Every good

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agent sees projects which he feels must be undertaken immediately to improve the county situation, and it is very hard for him to begin the slow, methodical, social teaching process in which he acts as student, administrator of a public program, salesman, promoter of cooperative organization, organizer of educational events, and finally, facilitator and counselor. For instance, when a new 4-H Club agent goes on the job it is hoped he is sold on community 4-H Clubs; what will he do when he finds in the county that every club except one or two are project clubs where members are learning only project skills and are not participating in group social activities or community events? His success may depend upon whether or not he tries to change the organizational structure of the clubs his first few months on the job.

#### Positive Approach

So much of the success of our work in extension is dependent upon securing the cooperation of people, that it is vitally important to learn how to use the proper approach - to get people to say, "I'll be glad to help."

One agent uses the following approach in writing letters asking for help at an event:

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Dear Mrs. Smith:

I hesitate to write you because I know you are so busy, but we need three people to cook at camp and we thought you might be able to help.

Please write your reply on the enclosed card and return at your earliest convenience.

Very truly yours,

It is probable that the agent would be able to get help more quickly by writing:

Dear Mrs. Smith:

Our camp planning committee met last night and made plans for making this years camp the best yet. One of the plans on which the committee was in complete agreement was in their desire to have you, Mrs. Brown and Mrs. Jones do the cooking. It looks like some of the committee has had a meal at your home!

We are planning on your help with this very worthwhile event. Please let the committee know by returning the enclosed card as soon as possible so we can announce the names of counselors and cooks for this years camp.

Very truly yours,

Recently an agent sent a letter written in the vein of the second illustration above to twelve men asking their help in setting up a county achievement day. No answer was requested, but every man showed up plus six extras who "came along to lend a hand." The positive approach contains these principles:

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1. Being convinced in ones own mind that the program or event for which help is needed is worthwhile.
2. Have the leaders, or at least a committee, sanction the program or event.
3. Assume that since the program or event is worthy and is sanctioned by the leaders, people will be glad to cooperate in carrying it out if at all possible.
4. Ask or write for help as though you know people want to help.
5. Try offering some extra incentive, such as the recognition of ability or public appreciation of service.

Other leadership techniques which are discussed in Ben Solomons'<sup>14</sup> Leadership of Youth and which have value to extension workers are briefly outlined below:

1. He has goals and continually moves towards them. He must remember that a person does not lead if he always looks to see which way the column is marching and manages to stay in front.
2. He is not satisfied with the status quo and always seeks to improve and advance.
3. He starts where his followers are, not where he thinks they should be. He talks their language -

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weather, crop outlook, hogs, etc., and appeals to their families and pocketbooks.

4. He rises above any vested interests. He can be and is objective even when his organization is involved.
5. He trains followers. Without followership there would be no leadership. An agent can train followers by having a group select a member of the group as chairman at an event, and then by encouraging the group to give the acting chairman their full cooperation.
6. He seldom admits discouragement and never uses alibies. He perseveres in the face of defeats and obstacles. It is a fundamental proposition of leadership that people being led have faith in their leader and their cause, and discouragement destroys confidence.
7. He lives democracy.

#### Footnotes

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3. L. L. Martin, Role of the 4-H Club Group in Developing Balanced Youth on the Farm, Missouri Extension Study No.5, Columbia, Missouri, 1949, p. 14.
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5. David Meeker,  
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Century Co., 1948.

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p. 103.

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13. Burr, op. cit., p. 61.
14. Ben Solomon, Leadership of Youth, Youth Services Inc., New York, 1950, pp. 25-27.

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## CHAPTER IV

### EXTENSION PROJECTS AND CLIENTELE

Since the inception of the extension service agents have been busy developing those projects demanded by the people in the counties and other projects which agents have felt would meet needs of the people. Most extension agents are now working on twenty to thirty different projects each year - some new, some old, but all requiring time and attention. Although the process of originating, developing, and carrying out extension projects is as old as the service itself, the steps involved in the process had not been carefully analyzed until this past year when done by John T. Stone, Extension Specialist in Charge of Training at Michigan State College.<sup>1</sup>

Stone was interested in finding answers to a number of basic questions, some of which were:

1. What roles do agents perform in developing extension projects?
2. Is there an existing sequence in which agents perform the various roles in developing a given project?
3. How can agents keep adding new projects each year and still keep the old ones functioning?

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In his study Stone was also interested in determining the connection between project development methods and the vital concern of county extension workers - building and maintaining clientele. New agents are faced with the problems of building the confidence, cooperation and loyalty of the people in their counties, while old agents have an equally difficult problem of keeping the old clientele and building to it. It is a common observation by administrators that the people are slipping away from this or that old agent. What connection do these clientele problems have with the methods of selecting, developing and carrying out extension projects?

#### Occupational Roles of Extension Agents

Stone<sup>2</sup> recently conducted a study to determine fundamental differences in the way extension agents do their job. In order to effectively analyze the various extension operational methods it was necessary to establish and define the occupational roles\* commonly performed by agents and to do this an intensive study of the way agents developed eight major extension projects was made. These projects were:

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\*Role analysis of the position "county agent" as defined by the committee constituted an "inventory of the right and duties of persons in this position with emphasis on the source of sanctions making the role possible or mandatory."

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(1) the artificial breeding project, (2) the practice of using cobalt, (3) the land use planning project, (4) the soil conservation project, (5) the dairy herd testing project, (6) the reed canary grass project, (7) the grass silage project, and (8) the emergency farm labor project.

This study made it evident that certain roles are constantly being performed by extension agents. Not only were there found to be certain roles being constantly performed, but it was found that the more successful agents performed these roles in a rather definite sequence in developing a project. These roles are listed below in the order in which the more successful agents were found to perform them in developing a project:

1. The role of student.

The things county agents did primarily for the purpose of acquiring for their own satisfaction or to enable them to solve some special problem of people during work hours.

2. The role of Public Program Administrator.

- a. Planning and coordinating the county extension program.
- b. Performing administrative details.
- c. Performing special administrative details.
- d. Performing special public relations activities.

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3. The role of a salesman of information and ideas.

In this role the county agent is actually trying to interest people in new ideas or practices. He is an educator bringing to people new knowledge and understanding. The agent performs the role in the following ways:

- a. Individual contacts.
- b. Mass media methods.
- c. Group contacts.

4. The role of an organizer and supervisor of events.

One of the functions of the county agent is to promote, organize, arrange and supervise various events such as meetings, demonstrations, achievement days and tours. Many of these events are staged to provide a setting or opportunity for the agent to teach people in groups through the primary roles as a "salesman of knowledge" or "consultant". However, by helping put on events of various kinds the county agent performs a distinctive function of bringing people together where they can exchange ideas. Some of the tasks involved are:

- a. Publicizing events.
- b. Arranging events.

5. The role of an organizer of groups.

This role is played by the county agent while actually engaged in encouraging and helping people organize themselves to accomplish something collectively. It often requires group action to solve certain problems or to enable individuals in a rural community to benefit from new technological developments. The time the agent spends in developing community organizations as a means of helping people help themselves and to carry out certain phases of extension work are classified under this role. The role involves organizing groups of people.

6. The role of a facilitator - expeditor.

This role involves the many things the county agent does primarily for the purpose of making it possible or easier for people to follow the recommendations of the extension service. Likewise some things are done purely as a service to his clientele or to expedite agricultural production. These include such services as helping a farmer find a hired man, or a farm to rent. Helping promote 4-H Club work, etc., are considered a part of the facilitator-expeditor role.

7. The role of consultant.

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viduals or groups regarding various problems.

As a consultant the agent's help is sought or requested. The agent is not the initiator of the contact. The role of consultant is performed in two primary situations:

- a. With groups.
- b. With individuals.

It was the purpose of this observation to determine how the various agents performed each of the roles as outlined and to attempt to determine any fundamental differences that might exist between the methods used by top ranking agents as compared to others.

To illustrate how these various roles were performed in an actual situation, the development of the artificial breeding project in Michigan will be briefly reviewed.<sup>3</sup>

The first step in the extension process of interesting farm people in the practice of artificial insemination was carried out by the research workers through journal articles. As a result of these articles and extension service news releases farmers began asking questions of dairy specialists and county agents. Mr. A. C. Baltzer, dairy extension specialist, and other members of the college staff studied the artificial breeding situation, and reached the conclusion that a state-wide artificial breeding service should be organized. A plan was worked out and presented to the admini-



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stration, and several nearby county agents were called in to advise on the feasibility of the program from the county point of view.

After a plan of action had been developed and approved, the extension service in 1943 through its specialist staff and county agents, began an intensive effort to interest farmers in artificial insemination. The county agents in the areas selected to organize the first local service cooperatives, started selling the idea by visiting farmers they thought would be most interested. In practically every county the first men contacted were men who had in the past been helped by the agent and were strong extension co-operators. Once they had approved the idea, the agents next discussed the proposed plan of organizing service cooperatives with dairy interest groups and others, concurrently with an active promotional campaign in the press and on the radio.

After some local interest had been aroused, representatives from the counties were invited to attend a state meeting for the purpose of organizing the central cooperative at East Lansing. These representatives were selected largely by the county agents and local dairy committees because of interest and leadership abilities. At the state meeting, the proposed plan of organization was outlined and after considerable discussion the group decided to organize the

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Michigan Artificial Breeders Association, as they named the central cooperative. At subsequent meetings they elected officers, developed a constitution and by-laws, articles of incorporation, determined membership and service fees, etc. under the guidance of extension workers. In this way a group of representative farmers approved the project, and their support for this extension activity was secured.

While these proceedings were taking place at the state level, the county agents and county representatives of the newly organized state cooperative were busy keeping the local people informed, so when the time came to organize the county member cooperatives, they were ready. The first county organizational meetings were called by the county agents in 1944. At these meetings the proposed plans of operation were explained and at subsequent meetings the county cooperatives were formed. In almost every case, the county agents acted as a temporary chairman at these meetings until local officers were elected and in every case they assisted the new officers develop a functioning County Artificial Breeders Association. They helped them sign up members, determine policies and procedures as well as purchase the necessary operating equipment. They also helped the local organizations find responsible men to act as instructor managers and after these men were hired by the

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local cooperatives, the extension service set up special short courses at the college to train them in their new duties.

By the fall of 1945, bulls had been purchased, barns, laboratory space and equipment had been procured, technicians employed, and other details taken care of, making it possible for the Michigan Artificial Breeders Association to begin operations. Today, the Michigan Artificial Breeders Association, with over sixty county associations, is a large organization, exerting a strong influence on the dairy industry in the state. Its members are not only improving the quality of their herds through better breeding, but in many cases they have taken a new interest in better feeding, dairy herd sanitation and pasture improvement practices as well.

Many farmers became acquainted with their county agent for the first time through his efforts on this project, especially the small and part-time dairymen, because the practice was especially well adapted to their needs. Other farmers, by taking responsibilities in the organization, gained valuable experience in community leadership under the encouragement and guidance of extension workers.

In this process of making artificial breeding a common farm practice, the county agents first had to study the

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articles published by research workers and otherwise learn about the practice. They were literally forced to, in order to answer the farmers' questions intelligently. The agents were also asked to study the Baltzer Plan and to appraise the feasibility of undertaking the project from a county point of view. In so doing, they were acting as students of a new problem and administrators of a public program. Once the agents had agreed that artificial breeding was a practice worthy of recommending to farmers and had approved the Baltzer Plan of procedure, the county agents became salesmen of the practice and promoters of cooperative organization as a means of making it possible for farmers to take advantage of the new practice. Throughout the process of interesting dairymen in artificial breeding and organizing the county associations, the agents acted as the organizers of educational events where people could get together to learn about and discuss the idea. Farmers constantly sought the agent's advice regarding the practice and as a part of helping the new cooperatives get started the agents served as facilitators and counselors.

To show the way county agricultural agents spent their time during the extension process used in helping farmers adopt artificial breeding, Figure 2 was prepared. This chart shows the number of days per year a model Michigan



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county agricultural agent spent on the project and the number of cows bred artificially over a ten year period.

#### The Way an Extension Agent's Work Load Develops

It may be noted in Figure 2 that following the intensive project development activities by the model agent in 1947 the number of days spent on the project levelled off at about four days per year. Other projects worked on by agents show about the same general curve, with the time required of agents as counselors and facilitators seldom falling to the zero point at which it was before the project was developed. When Michigan agents were asked in a questionnaire, "How do you stop work on a project?", the answers amounted to "I don't" or "I don't know how as long as the people request help on it."<sup>4</sup>

After an agent has been on the job for a number of years and has worked on a large number of different projects there might logically come a time when he would not have the free time to take on new projects. A situation such as this, whether real or imaginary in the mind of an agent, would inevitably result in a series of conflicts between the agent and people and the agent and the extension administration, because new things are constantly developing that require his attention. One Michigan agent who was well established in his county recently requested a transfer to another



FIGURE 2

THE RATE OF ACCEPTANCE OF A NEW FARM PRACTICE  
(ARTIFICIAL BREEDING OF DAIRY CATTLE) AND THE  
TIME SPENT BY MODEL MICHIGAN COUNTY AGENT IN  
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county, primarily for the purpose of getting away from the many activities and organizations he had become involved in over a period of sixteen years.

This situation emphasizes the importance of being able to discriminate between important and less important things. The agent must be able unconsciously or deliberately to plan the use of his time. The ability to avoid doing certain things is probably just as important to success in the extension agents job as the ability to do other things. In planning new projects agents must decide where the time to carry out the new project is going to come from. A group of well informed extension supporters who work closely with the agent in planning the extension program can be of great assistance to the agent in deciding what should be done and what should not be done.

#### Building Clientele Through Project Activities

For an agent to become a consultant people must seek his advice, which implies that they have confidence in him. By the very nature of their position and relationship with Michigan State College and the United States Department of Agriculture, agents are looked upon as experts in agriculture, home economics and youth work by a number of people. In addition to these people, while agents are doing intensive

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work on a specific project, actively selling some idea and working closely with a particular group of people, they are at the same time establishing themselves as authorities to whom people look for certain kinds of advice.

This may partially explain why a new agent in a county seldom has as many office or telephone calls from people seeking help as the older, more established agents. In general new agents make more farm calls and spend more time going out to meet the people. They must first establish the right to become the advisors of farm people. As a result of his study, Stone has formulated the hypothesis that

"Most agents can determine within limits the type of people who cooperate with the extension program in a county as well as the number of people who look to the extension office for different kinds of assistance through the selection and planning of the projects undertaken." 5

Although it is the people who accept or reject various projects it is usually the professional worker who initiates and develops the project with or without their help. This gives agents considerable latitude in the selection of specific projects, and they can select those projects which will reach those people who they want to bring into contact with extension. As projects are developed in various fields such as fruit, dairy, conservation, etc., a clientele of people who look to extension will also develop. The nature of the way an agent's clientele probably develops is shown graphically in Figure 3.

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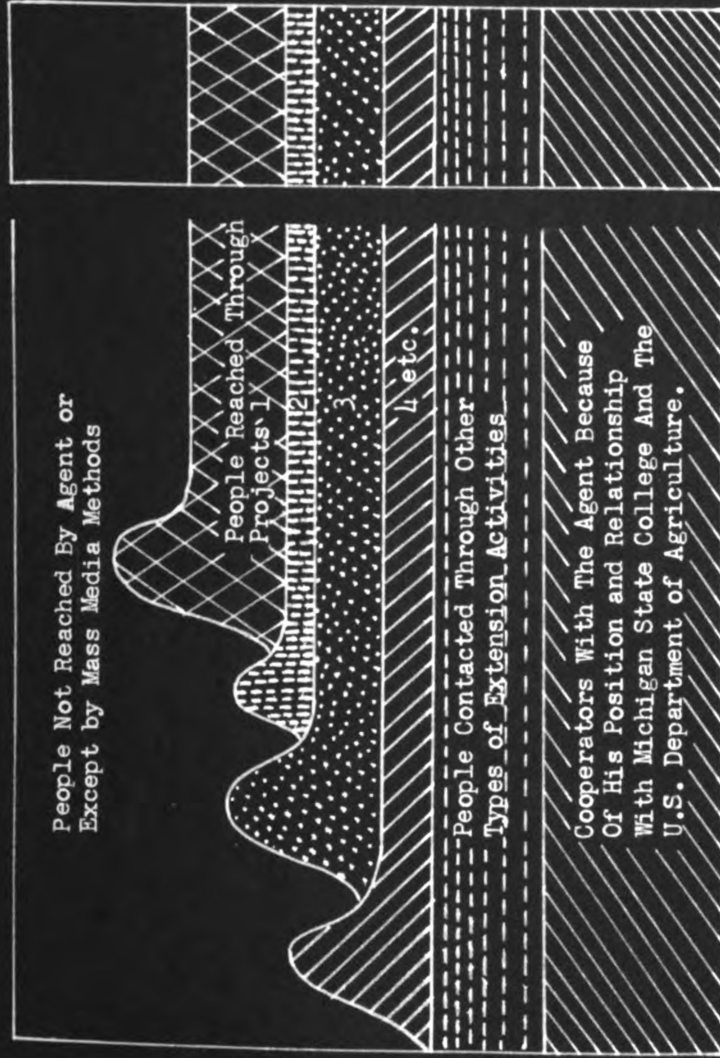


FIGURE 3

THE RELATIONSHIP OF PROJECT ACTIVITIES  
TO THE WAY COUNTY AGENTS DEVELOP A  
CLIENTEL OF EXTENSION COOPERATORS



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It is conceivable that the work of agents on some projects reduces their clientele and as a majority of the people in a county become acquainted with the county agent it would be expected that fewer new friends of extension would be developed as a result of project activities. Furthermore, unless an agent is constantly building the extension clientele through intimate contacts with new people each year the time would probably come when his clientele would begin to decrease.

The intensive project activity on different problems provides one of the better means of establishing and maintaining the confidence of the people in the county agent and in the county extension program. Projects also serve a definite purpose by (1) allowing people to express themselves for or against the plan or project, and (2) the agents derive a sense of satisfaction or accomplishment as expressed through the reactions of people to the project. Certainly, the project approach to extension work has been an effective means of building a clientele.

1. John T. Stone  
Agents Job,  
1951.

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3. Ibid., pp. 22

4. Ibid., p. 32

5. Ibid., pp. 33

## Footnotes

1. John T. Stone, An Analysis of the County Extension Agents Job, unpublished Ph.D. thesis, Harvard University, 1951.
2. Ibid., pp. 255-264.
3. Ibid., pp. 282-294.
4. Ibid., p. 327.
5. Ibid., pp. 334-335.

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## CHAPTER V

### PROGRAM PLANNING

#### The Need

It is possible for an extension agent to work in a county for several years without having a planned program and still keep busy because of the large number of requests which the people of the county will make of him. As was noted in the discussion of extension project development and activity in Chapter IV, an agent who has been in a county for a number of years often becomes so involved in a number of projects that the program begins to run him instead of being run by him. Although it is possible for an agent to work without a plan, only through an analysis of the county situation and a well planned program can an agent work on these things which will most effectively meet the needs of the largest number of people in his county. Worthy of repeating in this regard is the conclusion reached by Stone concerning project activity which was stated in Chapter IV,

"Most agents can determine within limits the type of people who cooperate with the extension program in a county as well as the number of people who look to the extension office for assistance through the selection and planning of the projects undertaken."<sup>1</sup>

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Without a planned program agents are quite apt to service those groups which make the "loudest noise" and overlook many groups that lack the social organization necessary to make their wants heard. Many 4-H Club agents, for example, find that they are working closely with the larger and stronger clubs in the county which have good leadership and which have definite requests for assistance to the exclusion of smaller, weaker clubs which badly need help but do not demand it. County agents likewise often find themselves spending a great deal of time working with those interests in the county which have the strongest organization and forgetting weaker interests which may be of great importance in the county extension program.

#### Program Origination

A much debated point in extension circles when program planning is being discussed is whether the program should be planned by the people or by the professional workers. Probably both of these views represent extremes in thinking, but past experience has shown that most extension projects are originated by professional workers in response to either unrecognized or felt needs, desires or problems of the people.

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and new problems arise it is the agents and other professional workers who devise rather definite plans for encouraging farmers to adopt an improved practice or solve the problem.

The most successful extension agents know the needs and desires of their people. Throughout his study Curry was impressed with the way the top rated extension agents felt the needs and desires of their people, as is shown by the following statements:

"All group one county agents were of the outward facing type. They were influenced by the needs and desires of local people. Their programs were built around the desire to provide the facilities to meet the needs and desires of the local people.....

"Group one county agents made more use of local people in planning and coordinating the extension program....

"All group one county agricultural agents and one county agricultural agent in group two looked upon themselves as representatives of the local people. The nature of the programs in their counties indicated they looked upon themselves as champions of the local people."<sup>2</sup>

It has been shown time after time that county extension agents can successfully originate projects if they are close enough to their people.

Possibly that part of the extension service which has the most democratically conceived program planning system is Home Demonstration work. Once a year each local group has a program planning meeting at which members make suggestions as to what they would like to have included in the coming year's program. The county women's extension council combines

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and organized these suggestions and they are then forwarded to the state office where action is taken to provide lessons to meet the "grass roots" needs. The writer has had an opportunity to examine the effectiveness of this procedure to a limited extent while working with a committee of graduate students in the Michigan College sociology course, Sociology of Organization and Administration. Part of the committee's work consisted of determining how the women of a local extension group felt about the upward communication from the group to the state level. The following findings were made:

1. The women of the group studied found it very difficult to make suggestions for program development. Their attitude was that their home demonstration agent was in close touch with the overall county situation and that it would be better if she would suggest a program which the groups could accept, modify or reject.
2. The women of the group studied felt there was only limited upward communication of their suggestions. Two of the women who had at one time been on the county extension council felt this more definitely than those women less familiar with the organization. Most of the women interviewed felt "we will get what has already been set up anyway." The women did not seem to object to this situation at all.

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It is not possible to generalize about the program planning system of Home Demonstration work from the limited observations of this study, but in this one case at least the women have come to expect their home agent to take the lead in program planning.

Mr. B. D. Kuhn, State Leader of Agricultural Extension Work, has this to say about the democratic processes involved in program planning:

"There is a lot of waste motion and ineffectiveness in program planning because many agents have the wrong idea about the functioning of Democracy. Democracy is based upon the principle of representation. In extension the agents are representatives of the people and the people expect them to be capable of determining the greatest overall needs which exist in the county and to devise methods of meeting these needs. Where the people function in a democratically conceived county extension program is in accepting, modifying or rejecting plans drawn up by agents.

"No successful agent will for long push a project which the people reject, and this provides the people a democratic control in the extension service. Participation is voluntary but essential. In order for agents to get participation in extension they should not promote the sometimes dishonest idea that the program they are developing is all the people's idea, but agents should get ideas themselves from close contact with the people, work the ideas into a good plan, get the peoples' acceptance, and then ask for cooperation in carrying the ideas out."<sup>3</sup>

The above statements by Mr. Kuhn provide the basis for the remaining program planning discussions of this section. The steps of program planning which are discussed are:

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2. Developing a plan to solve the problems and meet the needs.
3. Getting the peoples acceptance, modification, or rejection of the plan.
4. Getting the peoples cooperation in carrying out the accepted or modified plan.

#### Discovering Problems and Needs of the People

One very important phase of an extension agent's job is getting to know his county and his people and then keeping as well informed as possible. Karl Knaus, Extension Service Field Agent, stated, "As a good basis for program planning, each county worker needs to conduct a personal 'Know Your County' campaign for himself."<sup>4</sup>

The importance of studying the county situation is clearly indicated by Curry in his study which included an analysis of the way some of the most successful and some of the less successful Michigan county agents performed their roles. He states, "County agents in group one spent more time in looking over the county situation than county agents in group two. They assumed a position of positive leadership in county program planning."<sup>5</sup>

Community consciousness, discussed previously under Chapter II, is vital for success, and one of the best ways



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which it can be developed is through making a systematic county survey and analysis.

The following is a partial list of information an agent should have about his county:

1. Its people - education, religion, ethnic groups, economic and social status, etc.
2. Its soils - capabilities, structure, use, etc.
3. Its climate - frost, rainfall, etc.
4. Its farms and farm houses - size, equipment, enterprises, etc.
5. Its economic situation - markets, demand, transportation, etc.
6. Its crops and livestock - types, production, etc.

The following is a partial list of sources of the information an agent should have about his county.

1. U. S. Crop Reporting Service.
2. Agricultural Statistics.
3. U. S. Census of Agriculture.
4. Special Bulletin 206, Types of Farming in Michigan.
5. Agricultural Land Classification in Michigan.
6. County road maps.
7. Official state highway maps.
8. Soil Map, U.S.D.A., Soil Service Dept.
9. S.C.S. District land planning maps.

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10. County Land Use Map - (northern counties).
11. S.C.S. Aerial photographs.
12. Farm Business Analysis, Mich. Ag. Econ.
13. Extension records and reports on file in county.
14. Talks with influential people, such as county supervisors and bankers.
15. Talks with other agency representatives.
16. Other extension agents and extension supervisors.
17. Talks with farmers and townspeople, both active and not active in extension.

In making a county survey and analysis, agents should be careful to consider all of the important problem areas so as not to be guilty of the following shortcomings pointed out in the Joint Committee report:

"That in too many instances extension program planning does not take into consideration the interests and needs of the various sizeable groups in the county. Frequently overlooked are the lower income groups, part time farmers, farmers living in poorer land areas, and other such groups."<sup>6</sup>

A survey and analysis in any county will disclose many problem areas, and these combined with the problem areas listed by the county extension council or program planning committee will provide an agent a challenging job. Two additional aspects of the county survey are that while the agent is learning about the county and developing community consciousness, (1) the people are learning about the agent and seeing that he is interested in their problems, and

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#### Developing a Plan to Solve the Problems and Meet the Needs

For purpose of illustration it will be assumed that in making a county survey and analysis the problem of keeping members in 4-H Club work once they reached high school age proved to be of major importance. The problem is clear cut, and the agent would have to study methods of meeting it. In other words the agent would take the first step in extension project development process which was discussed in the previous section, and that is he would perform the role of student. He would consult with his key leaders, fellow agents and state workers, and he would find out all he could about how others had faced the same problem.

As a result of the agent's "student" activities he may have reached the conclusion that in his county the problem was largely caused by the project club organizational plan which resulted in club meetings being held in rural grade schools during the day when high school students were unable to attend. The agent might then decide that community club work would be a satisfactory solution to the problem and the development of community club organization in his county would become a major project. He would then present the problem and his plan to his 4-H Council or executive board to

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get their approval and suggestions. To do this he would probably include in his presentation to this key leader group:

1. Statistics and charts showing 4-H Club membership data, etc.
2. Information showing the organizational set up of community clubs, their advantages, disadvantages, etc.
3. Evidence from counties having community club organization supporting the system.

In general, the agent would present both sides of the picture completely and would then ask the council or executive board which is responsible for the county 4-H Club program to accept, modify or reject the plan on the basis of the information presented and in the light of the county situation as the council members knew it to exist.

#### Getting the People's Acceptance, Modification or Rejection of the Plan

Once the council or executive board had approved the community club plan the agent would become administrator of the public program of community club development in the county. He would then set about as salesman to get local club leaders to accept the program. Whether or not the leaders would accept the program would depend upon several factors, such as (1) the soundness of the idea, (2) the



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Getting the People's Cooperation in Carrying Out the Accepted or Modified Plan

Once the agent and his group of key leaders had succeeded in selling the idea of community club organization to the local leaders the agent would become an organizer of groups. Since a good deal of educational work would be required to teach leaders the methods of community club work the agent might also serve as organizer of events to perform this educational job. Once the clubs were organized on a community basis the agent would serve as facilitator and consultant to club members and leaders to assure continued smooth functioning of this type of organization.

A written program plan is no longer required of agents by the state administration, but most successful agents nevertheless have a plan which shows where they are going and how they are going to get there.

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## Footnotes

1. John T. Stone, An Analysis of the County Extension Agents Job, Ph.D. Thesis, Harvard University, 1951.
2. Donald G. Curry, A Comparative Study of the Way in Which Selected Agents Perform Their Role, M.S. Thesis, Michigan State College, 1951, pp. 139, 146, 177.
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4. Karl Knaus, Notebook on Program Development, Extension Service, U.S.D.A., 1948.
5. Curry, op. cit., p. 79.
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## CHAPTER VI

### SOCIAL ORGANIZATION

The importance of social organization in extension work can not be overstressed. Almost the entire extension program is dependent upon the ability of the county workers to promote effective extension group organization which works toward the solutions of the social and economic problems. Personal and individual service, however satisfying and necessary as some of it is, has been pointed out time and time again as being hopelessly inadequate in meeting the problems of all the people.

Mr. A. G. Kettunen, State 4-H Club Leader, recently said,

"No county worker should ever go out after enrollment until he has developed an adequate leaders organization to handle the enrollment. The leaders are available in any county, and it is the primary job of the agent to find these leaders, develop them, and help them establish a sound organization through which they can pool their resources in accomplishing the county objectives."<sup>1</sup>

With very slight modification this statement would provide the administrative philosophy for any of the fields of extension work.

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developed, groups or institutions or whole cultures are built up. Hoffer<sup>2</sup> makes a schematic presentation, shown in Figure 4, which not only shows the social groups with which extension deals, but also shows the effect each has on the educational and communications processes.

This presentation by Hoffer indicates the importance of the various social groups to extension work. That this importance is becoming more and more realized is evidenced by various surveys of fields of study which extension workers would be interested in taking during advanced training. Sociological work involving group organization and processes is placed up towards the top in the list of preferences. Recently a survey of nine 4-H Club Agents who had been on the job less than two years was made by the writer to determine what pre-service, extension training course content they felt would be most helpful. The need for training in "Leadership Development and Rural Organization" was found to be considered more important than any of the other seventeen fields of study by about ten per cent.

The following extensive quotation is taken from Leighton's The Governings of Men to indicate the place of the social organization in extension work.

"In producing changes in communities, the administration must identify and deal with the basic social units of the communities. A basic social unit is a group of people who feel they belong together. In many places, particularly in rural areas, these are



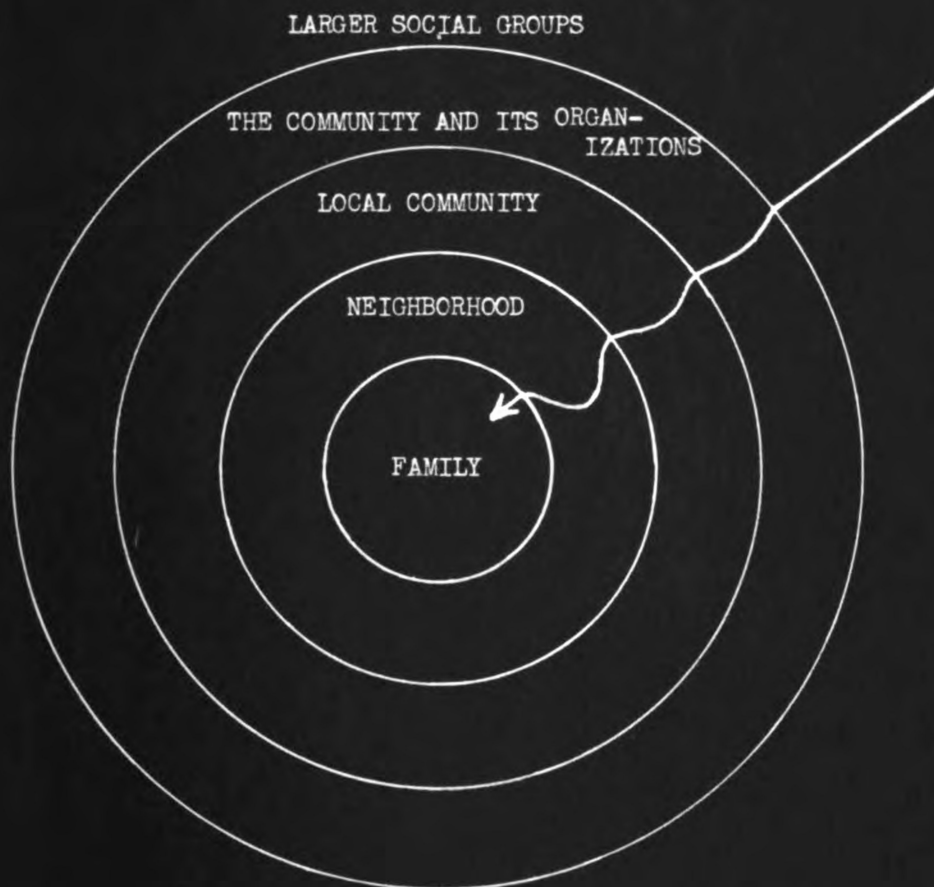


FIGURE 4

A SCHEMATIC PRESENTATION OF GROUP RELATIONSHIP IN A RURAL COMMUNITY. THE COURSE OF THE ARROW INDICATES POSSIBLE DEFLECTION OF AN EXTENSION PROGRAM BY THE VARIOUS GROUPS BEFORE IT REACHES THE MEMBERS OF THE FARM FAMILY

(Charles P. Hoffer, Social Organization in Relation to Extension Service, Michigan State College, Special Bulletin No. 338, East Lansing, 1944, p. 26)

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neighborhood groups, but may also be defined by religion, kinship, occupation, social caste and class, or minority status, etc., depending on the community concerned. The essential thing is that they have systems of belief in common that promote solidarity and have well established habits of acting together as a group. The particular form and pattern varies in different parts of the world, and in complex societies there may be a number of overlapping basic social units, sometimes with considerable conflict. Successful administrative planning is dependent upon a knowledge of these units, of the organization of their leadership, and how they work together. With such information, the administration can employ the basic units as bricks in it's overall operations, as demonstrated in the extension work in the Department of Agriculture for which much care has gone into defining rural neighborhood units. The administration which attempts to put large plans into operation in complex societies without regard to the basic social units is like a man trying to put up a circus tent all alone in a high wind." 3

For extension to be singled out by this outstanding sociologist as one organization which recognizes and uses the social units in a community is indeed flattering, but many agents will admit it is "more luck than good management." Since much of the extension program is built on the local units it is to be expected that many of the various clubs, project groups, and special interest groups will happen to be basic social units. However, the study of the extension program in any county will show communities which have little organized extension work, and communities where there is organization but no appreciable accomplishment. In these cases it is probable that (1) there is lack of social organization in the community or (2) there is an

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artificial organization for extension purposes which does not correspond to the actual social organization of the community. A problem of extension workers is recognizing those groups in communities which are natural groupings of people who want to be together so that the various extension groups can be built around them. A perennial question of county extension workers is, "Why is it we have never been able to do anything in the \_\_\_ area of our county?" A great deal of light was thrown on this question by Hoffer and Gibson<sup>4</sup> from results of responsive and unresponsive communities in two counties. Table No. I is a brief summary of their findings.

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Table No. I

## THE RELATION OF SOCIAL FACTORS TO AGRICULTURE EXTENSION WORK

	<u>Unresponsive</u>	<u>Responsive</u>
Community organization and morale	Present, weak, farmers not participating.	Present, farmers participating.
Organization & morale among farmers	Absent, or low morale and dissention if present.	Present, high morale.
Socio-economic conditions	Below or slightly below county average	Above or same as county average.
Leadership	Limited and not well recognized	Present and recognized.
Civil Boundaries	Seem to effect extension only if recognized leaders are separated from community by the boundary.	
Community conflicts	Frequent or continuous.	Seldom or occasional.

This study indicates that there probably is a definite relation between community organization and success of extension groups in a community. Steiner<sup>5</sup> suggests from the results of an extensive study of twenty rural communities that a community will have strong social organization if it has (1) well defined tradition, (2) strong leadership, (3) habits of team work, (4) adequate economic base, (5) homogeneity of race and culture, and (6) local pride and support of local institutions.

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The above studies indicate the interdependence between extension type group organization and over-all community organization, and it is not possible to be concerned only with the properties and nature of the groups with which extension organizes and works without regard to the entire community organization. Over-all community organization includes the family, cliques, neighborhood groups, community groups and organizations, and also those organizations which are on a county, state, region or national level which effect the community. It is not possible to consider community organization without regarding the increasingly important part various governmental programs and agencies are playing. The factors which effect community organization are indeed complex and must be considered by an agent. The primary concern in this section is in organization of extension groups, which include the following:

1. Groups worked with by the county agent:  
Special Interest Groups, such as muck farmers,  
fruit farmers, etc.  
Extension sponsored services, such as DHIA, artificial insemination, etc.
2. Groups worked with by the home agent:  
Home Demonstration Groups.
3. Groups worked with by the 4-H Club agent:  
4-H Clubs.

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4. Groups with which all agents may cooperate:

Farm Bureau, Grange, governmental agencies, older youth groups, school groups, etc.

In general, if the groups with which one of the agents is working is established in a community, a group with which another agent is working is also likely to be established in the same community. There are two obvious reasons for this:

1. The work of the agents complement each other in the community, with one group helping to sell another extension program to a different age-sex group.
2. In communities that do not have social organization there is little likelihood that even one successful extension group will be established under present methods of approach.

Attention will now be turned to the nature of social organization. A complete discussion of this important topic is not possible here, and it is hoped that all agents can avail themselves of the opportunity to study the nature of social organization as it effects their work.

1. Locating social organizations.

Every neighborhood and community has social organiza-

tion already present, and its existence can be taken for granted. The difference between communities is in the degree of social organization. Organized groups which have a functioning program are of course easy to find. "Natural groups" may be found by finding out with whom people visit. The natural group leader may be determined by asking people such questions as, "If a young couple was just moving on to a farm in the community, who do you feel would be able to give them good advice on farming and community affairs?"

II. Properties which indicate group organization as applied to extension type groups.

- A. "Nothing succeeds like success." The organization is well publicized, has well known achievements.
- B. High morale developed through facing and overcoming difficulties. Each hurdle overcome by group cooperation increases morale.
- C. Good unity under strong democratic leadership. The members social responsibilities are cultivated under the democratic system.
- D. Successful groups develop means of overcoming difficulties within the group, such as follows:
  1. By compromise to harmonize discordant elements of the group.
  2. By avoiding controversial issues, if possible, which irritate members.

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3. By working out ways of retaining members whose withdrawal might weaken the group.
  4. By integration through group thinking, or discussion and joint action. (Note that our old stand-by, the vote, is not mentioned here.)
- Klinefelter has this to say about this method, "The leader should, in general, avoid asking for a majority opinion. This device has been very much overworked, It rarely settles anything. It usually antagonizes the man who disagrees."<sup>6</sup> Lasting solutions are in direct proportion to meeting of minds through discussion, and in indirect proportion to coercion and the exercise of mere authority.

### III. Properties which indicate group disorganization as applied to extension type groups.

These properties usually precede breakdown of extension groups.

- A. Changes which normally occur in groups:
  1. Some of members move away.
  2. Some are forced to withdraw from membership due to ill health, excessive family responsibilities, or lack of transportation.
  3. Some of members reach maximum group age (4-H Club) and others get too old to be active.

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4. Working hours in town interfere.
- B. Members are prone to leave the group when there are no foundations of mutual confidence or appreciation and no common aspirations, goals, codes, or general agreements within the group; they often attach themselves to some other kind of group if possible.
  - C. Low morale, partially caused by long periods of smooth sailing and by lack of major endeavor. Members have limited participation and members, leaders, and advisors avoid meetings.
  - D. Members allow competing activities to interfere with participation. (This may be a sign of community organization saturation instead of a lack of community organization.)
  - E. Individual delinquency is often brought about by group delinquency. (A group not having a constructive program provides opportunities within the group to be destructive.)
  - F. Lack of community, and, in the case of 4-H, parent interest and sponsorship.
  - G. "Cultural Lag" in which the group does not keep up to date and outgrows its usefulness. It is maintained by some that most social organizations go



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through the cycle of (1) stimulation, (2) rise, (3) carrying on, and (4) decline. This is indeed a pessimistic approach, and can not be accepted per se. It is the job of agents to keep an extension group in the second and third phase as long as is practical, but probably it is wasted effort to try to hold up a group that has definitely outlived its usefulness.

#### IV. Promoting extension organization in communities

- A. The situation - Some very outstanding authorities on world cultural system have said that apparently the United States is "reaching the end of the line" as a dominating influence in world affairs. They attribute this condition to the Nation's "lack of ability in organizing human relations." These statements are wide open for argument, but they certainly offer a challenge to extension workers. Very few people have more opportunity to promote the constructive organization of human relations than a county extension worker. County extension workers are so busy working with communities which have social organization and which are receptive that they often neglect areas where

little or no organization is present. There can be little doubt that these areas which lack organization are the ones in which extension has the greatest challenge and opportunity.

B. Developing extension organization in communities where it is weak.

1. There can be no intelligent progress toward promoting extension organization until the blocks to such organization are understood. Extension has an effective method of determining the community situation through use of the county survey, discussed in the previous chapter. (Help may be obtained from extension sociologists in planning a survey.) Considerations of special importance in a survey to ascertain social organization blocks are:

- a. Community Tradition - do people know the development of their community and take an interest in seeing it survive and strengthen?
- b. Leadership - This vitally important phase of community organization needs to be thoroughly understood. (The following chapter deals with finding and developing local leaders.)

- c. Habits of team work - do people work together in any community event, activity or cause, and do they help each other with farming operations?
  - d. Adequateness of economic base - is the community up to the economic average of the county, and if not why not?
  - e. Homogeneity of race and culture - are there many people in the community who are of different race or religion? How extensive are the cleavages between the various social classes, and how do these cleavages effect communication in the community?
  - f. Local pride and support of institutions - are people active in their support of the church and/or school?
  - g. Is the community split from its leaders by civil boundaries?
  - h. Are there any community conflicts, farmer with farmer, villager with villager, or farmer with villager, and what is the cause?
2. Analysis of survey findings.
- a. Assuming that all people have some degree of social organization, decide whether the organization in the problem community is

- limited only to the family, to the family and small group, or in some other manner.
- b. Assuming that all people have leaders, decide who the leaders are in this community who are most generally recognized. Loomis and Beegle say, "For those who want to change group practices and predict behavior, few considerations are more important than knowing who is who in the judgment of the people themselves."<sup>7</sup>
  - c. Assuming that all people have social class structure, decide if these are sufficiently established in the community to necessitate planning for each social strata individually, or if communication and interaction between the strata is not seriously effected.
  - d. Assuming that all people are more effected by sentiments and beliefs than by reason, decide which sentiments and beliefs can aid in establishing organization.
  - e. Assuming that all people have (1) physical, (2) safety, (3) esteem, and (4) self development needs, decide which needs extension can best help people fulfill.

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David Meeker, Director of Education, Dearborn Motors, in discussing techniques of selling the products of the extension service at an Agents Conference described his companies five step selling plan which he felt applied equally well to extension. The steps are (1) The need must exist for the product, (2) The prospect must have sufficient money or credit to buy, (3) The prospect must recognize his need, (4) He must realize that the product is the answer to his needs, (5) He must be convinced that your product is the best answer to his needs. This entire process could be applied to selling extension organization which has been discussed in this section.

The following steps are those recommended once the worker has become familiar with the needs and has worked out ideas to meet the needs.

1. Plan means of getting the community to recognize its common needs. If a community has no needs or sense of inadequacy, there is no motive for change in its existing organization.
2. Sell the idea that extension has the sincere interest in helping the community fulfill its needs and that they have the qualifications necessary to aid community organization.

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3. Get to work on some project in whose accomplishment people will find satisfaction not only in the ends attained but in the experience of working together to attain them. This first project should be one which:

- a. Commands the most interest.
- b. Will afford the most enjoyment in doing.
- c. Which has the least conflict.
- d. Which are most likely to succeed.

Projects which meet these considerations are usually:

- a. Community events of a social and recreational nature, such as picnics, parties, harvest festivals, community Christmas trees, etc.
- b. Projects which effect children, which generally will be various types of 4-H activities. This is effective because of the very strong motivating force of parental love.

4. After success experiences in community events and projects affecting children or entire families, direct community effort toward cooperating in community enterprises such as clean up, tree planting, water supply inspection, etc.

5. Principles to be remembered by agents in carrying out the above steps:

- a. Organization depends upon leadership. The agent must work through the leaders who are most acceptable to the group and not those who can curry extension favor. (Leadership can not be separated from organization and it has been separated in discussions in this and the next section only in an effort to facilitate study.)
- b. Interagency and interorganization cooperation is vital to true community organization. Brunner had this to say after trying to secure interagency cooperation in a rural youth program before World War II, "Interagency competition in America has thus far been a supportable, if not stupid luxury. In the face of the needs in rural areas it is an indefensible sin."<sup>9</sup> Surveys have shown that only a small portion of the people in a county are enrolled in any one agency or organization including the school, the church, and the extension service (4-H Clubs enroll about fifteen per cent of the eligible youth in a county each year.) The cooperative effort of all interested agencies and organizations is necessary to reach the needs of all of the people.

- c. Hesitate to take sides in a community conflict. If one faction is backed against another, both may turn on the agent.
- d. Use extension's tools effectively and liberally. Newspapers, radio, letters and all of the rest can exert a powerful sales story, and they are usually available for the asking.
- e. The extension program must be strong or organization will not be effective - "make work" projects are not too successful even in well established groups.
- f. Recognize any social caste or class barriers which exist and plan programs taking them into account. (This is difficult for extension workers to do because of their democratic idealism but it is sometimes necessary.) Sometimes two groups will have to be started if there is a real class or caste barrier which blocks communication.
- g. Don't try to go too fast, but do a good job with one group before starting another. Remember that people must be motivated before an organization can be established.

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## CHAPTER VII

### LOCAL LEADERS

In the last chapter concerning social organization it was stated that extension group organization was possibly the most important extension consideration, since only through group action could the objectives be accomplished. Just as groups are most important to extension, so are leaders most important to groups. The continual cry, not only in extension but in all social work, is for good local leadership. This section takes up the problems of finding and developing local leaders.

Probably the best statement of the importance of local extension leadership is given in the report of the Joint Committee which states:

"Perhaps the greatest achievement of the extension service has been its contribution to the development of leadership capacity in rural people themselves. People themselves must act, must accept responsibility. They themselves must provide leadership essential to successful group activity. In so doing they develop confidence in themselves, learn how to discover and assemble facts on a broad variety of topics, learn how to get others to take responsibility, and how to plan for events both large and small. Thus, they develop the ability not only to solve immediate problems, but to find solutions for larger and more difficult situations. In short, whereas extension has done much for people, it is what extension has helped people do for themselves that achieves the greatest results."<sup>1</sup>

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The time which volunteer local leaders give to extension programs is indeed tremendous, especially when these are considered by many to be days in which very few people "do something for nothing." In 4-H Club work alone, Michigan has an average of about 700 members and 85 leaders per county, it is estimated that leaders spend a minimum of 1,000 days per county per year on 4-H Club work. The leaders of women's extension groups usually spend most of one day each month getting the lesson from the home agent or a specialist, and another day giving the lesson to their group to say nothing of all the many other extension meetings and events in which they participate. In the record of service by volunteer local leaders lies one of the greatest reasons extension agents usually do not mind going that extra mile in serving their people, and also the greatest reason why extension has been able to make a great contribution.

In the light of the great service rendered by local leaders it is rather hard to be realistic about the nature of this leadership. It is easy to get the idea that volunteer service is good service, and it is hard to see that leadership can be both good and bad. When an agent looks at his program realistically, however, he finds that although the motives of people who are serving as leaders can seldom be questioned, their acceptance as true leaders and

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their ability to lead can be questioned. The problems which naturally arise from this finding are these:

1. What can be done to find leaders which are acceptable to the groups?
2. How can these leaders be developed into able leaders?

### Finding Leaders

The first question poses a problem not because true group or community leaders are hard to find using a modern sociological approach, but because it generally is not considered the place of extension workers to find leaders for groups. When a new extension group is in the formative stage the individuals who are interested in the group are generally told to choose a leader for the group and to secure his consent to serve in the capacity. In the case of adult groups one of the individuals who is interested in forming the group is generally elected or otherwise chosen by the group. In the case of 4-H Clubs, the individual boys and girls who are interested in having a club are given the task of going out and finding an adult leader for the club. By giving the group the task of locating its leader, agents are giving heed to recognized sociological procedure.

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"One of the most important points to grasp about leadership is that the leader is always a member of the group...A Man may have all the traits which are attributed to the so-called 'natural leader'; he may be assertive, self confident, able, and genial, but if he is not acceptable by the group he has no leadership."<sup>2</sup>

A study of 4-H Club Local Leadership in Oklahoma<sup>3</sup>

showed that only about ten per cent of the local leaders were selected by the extension agents. In Michigan it is probable that the situation is about the same for club work, with even a smaller percentage selected by agents in adult extension work.

In a number of cases the boys and girls are unable to find an adult in their neighborhood or community who will serve as leader and the club does not get organized. In some cases where the club can not find a leader the agent makes an attempt to accomplish the job, but he generally is handicapped by not having adequate information on the adults who could serve as leaders and not having sufficient time to search out good leaders. Fortunately, most groups of boys and girls who put on a campaign to secure the services of certain adults as leaders are successful, one way or another. Some of the leaders selected by extension groups may not be recognized by entire communities as being natural leaders, but at least the leaders have the temporary acceptance of the particular group.

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Some light on the acceptance by communities of the extension group leaders is found in a Maine Extension study of Rural Organization in three Maine towns. In that study it was found that, "Of the individuals serving as leaders in extension organizations and as local project leaders a significant number were not recognized as leaders by the men and women interviewed" (by an average of 30 per cent).<sup>4</sup> It is probable that this situation is about the same in Michigan, and probably results could be greatly improved if the recognized community leaders were the leaders of extension groups. It is of these "first team" leaders, however, that Bogardus<sup>5</sup> has applied the terms "saturation" and "law of diminishing returns". Persons recognized as having leadership ability, because of having succeeded in one situation, are drawn into more and more activities until the point is reached beyond which their work declines in value. Then too, if the first team is always used how are replacements going to be trained? One of extension's greatest opportunities is in training these leaders who are not now recognized by the community.

There are county extension committees and other jobs which require the support of the recognized community leaders, and there are times when the support of these leaders in county functions is of great importance. In these situations the agent should know who the recognized community leaders

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As far as club or group leadership is concerned, it does not seem advisable for the agent to do more directly with the group than explain fully the duties of the leader, and then do a good job of making a good leader out of the person selected. Of course, the agent can exert a great deal of indirect influence upon the leadership choice of the group which is organizing through the established community leaders who are sold on the extension program.

Consideration will be given briefly to the role of community leaders with the thought that an understanding of how rural leadership is legitimated and how it functions will help agents in working with this main-spring of the extension machinery.

It is human nature for people to want to submit to leadership. Present day living is certainly complex, and men do not feel able to cope with all of their problems. Farmers are no longer satisfied with self subsistence farming, and realizing their dependence upon prices, markets, good seed, good stock, balanced farm and family life, and many other things, they turn to group action for strength. Within the group there is some person who more than anyone else embodies the group ideals and purposes, and this person becomes the group leader.

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This group leader may arise through:<sup>6</sup>

- a. Prestige of any sort
- b. Social or economic status
- c. Heredity
- d. Election
- e. Leadership of a movement the group accepts.
- f. Recognition of training or technical ability.

(Note that in the case of prestige, status or heredity, the leadership is quite likely to belong to the position and not the person.)

In rural areas agents are concerned primarily with two types of group leaders. One is the formal community leader who everyone recognizes as being quite influential in the community, and the other is the informal group leader or the natural group leader who rises out of the small neighborhood groups.

The formal leader often wants to maintain a status quo situation, with things remaining as they are at present and in which he is an important figure. He may or may not be the president of the Farm Bureau, but he is the person usually sent as a delegate to a convention or who is on the top county committees, and he may be active in county government.

The informal group leader is not always recognized

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easily as being a leader, but he should be found by the agent because he is the person who originates group action and may influence his group to support an extension program. (He is "Elmer" in the group organizational system of the soil conservation service.)

In the previous chapter concerned with extension group organization, each step in organization would be taken with and through the group leaders. An agent might succeed in organizing a group without taking care to make sure the group had leadership, but good agents do not take the risk. As was seen in the last chapter, a community without organization lacks leaders, largely because:

1. There is no need felt by the entire community out of which leadership might arise.
2. There is lack of community morale and a distrust of leadership.

But even in disorganization the leadership is there, not waiting to be "discovered" by an agent, but waiting to have a recognized group need create a situation in which it can function. It is up to an agent to stimulate the recognition of the need by the people. Once the need is recognized and a group is formed to meet the need, leadership will come forward, and then it is up to the agent to insure group success by improving the leadership.

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Care must be exercised by agents in working with leaders to make sure the leader does not lose favor with the group. Agents see the service of leaders to their communities and want to encourage them to continue their good work or improve. The standard procedure is to give public recognition to the leaders, and if properly handled, such recognition can be stimulating. However, until a leader is firmly established as a person who is interested in serving the group and it has been shown he does not have selfish motives, public praise may adversely effect his chances of success. Furthermore, the agent should never encourage a leader so much that he begins to feel that he is the group. People do not rally around a leader unless they are convinced the leader needs them.

A few points to be considered in dealing with the problems of leadership recognition are:

1. New leaders should not be given a label such as "master-farmer" or "outstanding Jonesville leader" in front of the group or in print. Any compliment to the group will be a compliment to the leader, but not necessarily vice versa.
2. Encourage the group to express their confidence in the leader to him personally or through a small group token of appreciation for service.

3. Agent should express personally their pleasure with the progress the leader is making in helping the group.
4. Agents should not generally express personal appreciation because leaders should not be serving the agent but the group.
5. Leaders must receive recognition for their service if they are to continue serving. Modest public recognition is desirable, and more elaborate recognition of leaders at leader recognition events for leaders only is recommended.

#### Training Leaders

What has been said thus far applies to all extension lay leaders. Attention will now be given to the specific consideration of 4-H Club leaders as adapted from Ben Solomon's Leadership of Youth,<sup>7</sup> with the idea in mind that understanding what is needed of leaders will give agents basis for training them.

Qualifications of a 4-H Leader (advisor).

1. He is worthy of emulation.
2. He has a sympathetic tolerance for the weaknesses of members, arising largely out of his liking for youth.



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3. He knows the basic values of the club activities and is able to interpret them so that they will have meaning for members.
4. He is skilled in at least one activity or part of the program and can interest and hold members with it.

#### Techniques of 4-H Club Leaders.

1. He affects members' thinking through his personal example in word, act, dress, speech, manner, poise, square dealing, justice, honesty, tolerance, friendliness, affection and objective consideration in all their relationships. He tries to raise their horizons.
2. He seeks out the inept and socially unwanted and tries to adjust the activity to them and tries to make them acceptable.
3. He creates opportunities for members to lead and to take responsibility.
4. He acts as substitute parent or counselor when necessary.
5. He helps solve the individual's personal problems within limits of his time and authority.
6. He keeps interest and fun elements uppermost.
7. He gives credit liberally.

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8. He prepares in advance.
9. He seeks out and promotes individual talents.
10. He creates and fosters anticipation.
11. He subverts hazards by training in health and safety.
12. He studies and works to improve his techniques.
13. He keeps the group together, and through including the "bell cow" within the center of his own plans he tries to prevent cleavages.
14. He never short-circuits experience.
15. He never becomes personally angry with a member.
16. He earns the members cooperation through service.
17. He never uses fear or coercion, but works through group efforts to achieve it's goals.
18. He admits no discouragement and uses no alibies.
19. He has faith in his goals, his program and his members.
20. He considers leadership an opportunity for service.

A study of these lists of qualifications and techniques desired of 4-H Club leaders reveals that agents have a big job in training leaders. A survey of present 4-H leader training will reveal that leaders are trained in only very small portions of their job. The average leader training program in Michigan consists of one or two training meetings

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during each project year. These training meetings are usually project training meetings, with a certain amount of general information concerning events, and the usual expressions of leadership commendation. The leaders are trained in the skills of putting in a zipper or applying a finish to a bread board, but if the agents were asked what 4-H work is intended to do, they would say it is to help develop boys and girls. There is obviously an inconsistency here, and possibly there is some grounds for the critics of the 4-H Club program who say that club workers give "lip service" to such stated objectives as "learning to live in a changing world", "creating better homes for better living", "serving as citizens in maintaining world peace", etc.

Project work should not be regarded by agents as being unimportant because it is the basis of the entire 4-H Club program, and the phase of the program which has given it appeal and strength. Completing a project in itself has real value in the development of youth. There are a number of limitations to the project approach however, some of which are:

1. More emphasis is often placed on the project than on the boy or girl.
2. The blue ribbon is often valued higher than the development of the individual who is competing.

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3. Leaders are project minded to the point where they insist a member carry a particular project if he wants to belong to the club, whether or not he has any interest in the project.

A good 4-H Club leader said recently, "Our 4-H Club enrollment is increasing in Michigan, but so is our juvenile delinquency rate. Could it be possible that someday I will go into the lobby of Jackson Prison where the crafts work of prisoners is on display and be able to point out the superior work done by the boys I had in 4-H?"<sup>8</sup> This leader was getting the idea that "it matters little what Johnny does to the wood, it is what the wood does to Johnny."<sup>9</sup> Getting the blue ribbons at the fair or at achievement has come to be the number one goal in many clubs. Of this Grantland Rice said, "When the one Great Scorer comes to write against your name He writes not that you won or lost, but how you played the game."

If there is to be any real effort toward paying more attention to the boy than to the project, the local leaders will have to be trained to think this way. Project training must not be slighted because the leader needs a certain amount of skill to have something tangible to teach, but more emphasis must be placed on making the projects the means to the end and not the end itself.



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Some goals which agents could incorporate in their leader training programs might be to train leaders in developing the following in their boys and girls.

1. The code of sportsmanship, fair play, the Ten Commandments.
2. "To win without bragging, to lose without crabb-ing." To be able to keep trying hard even in defeat.
3. Keeping physically fit by getting the right amount of sleep, balanced diets, keeping clean and healthy.
4. Develop kindness, affection, reliability, responsibility through livestock projects.

Most all 4-H leaders are conscious of the value in such things as have been listed and if given an opportunity to discuss the situation they could list several times as many values which should be instilled in 4-H Club members at every opportunity which arises in project work and meetings. Mr. Kettunen is a strong advocate of the club meeting demonstration because of the citizenship values he feels are inherent in that training.

It is up to the agents to lead the thinking of their leaders and help them establish objectives for their work. An agent will never do this through making one of his speeches loaded with nebulous phrases and hazy objectives such as

"building better men and women," but he can do it by conducting a discussion of the leaders on such a problem as "The project - a means to what end?"

There has been a tremendous turn over of leaders each year in many counties, with at least one county which has a large program and nearly 200 leaders experiencing a leader change of almost 60 per cent annually. There can be no real program development in any county until leadership is stabilized, and it is doubtful if leadership in any county will be stabilized unless there is a training program which will adequately prepare leaders for the job. The chances of an untrained leader succeeding is no greater than the chances of an untrained agent succeeding. To accomplish extension's objectives, the fundamental job of extension agents is to develop leadership.

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## CHAPTER VIII

### COUNTY PROGRAM COORDINATION

History is replete with examples of how a group of people acting as a team have overcome seemingly unsurmountable obstacles. Rural people are faced with real problems which extension is obligated to help solve, and the success with which extension helps people solve their problems depends to a large extent upon the coordinated efforts of county extension agents. Brunner and Yang have this to say,

"Extension has unsolved problems even in organization. One of these is better integration of the three major programs. In many counties this is very well done, with full recognition of the farm family as a unit which the various programs must take into account. The agents know enough about each others problems to be able to function in place of a colleague on simple problems. In other counties, however, there are three separate programs in operation, related only because those responsible for them share the same post office address."<sup>1</sup>

There is little denying the fact that many Michigan counties fall into the "three separate programs" category. The reasons why there is a lack of coordination are rather complex in nature, and many workers who have tried to develop coordination in their counties and on the state level are of the opinion that there is no easy solution. Some of the reasons for the difficulty will now be discussed, as

will some experiences of agents who have attempted to meet the difficulties.

Lack of a Desire to Coordinate the Programs

One thing is certain - until the county workers see where a unified approach can strengthen the overall county program there will be no unification. Will a unified approach improve the overall county program? In an effort to answer this question the writer made a limited survey of the county programs in two of Michigan's four extension districts. The extension supervisors of those districts were asked to rate the counties on the basis of (1) the degree of agents cooperation in a unified approach, and (2) the quality of the overall county program. No effort was made to control such influencing factors as the length of agent tenure and the ratings of individual agents.

A very pronounced positive correlation proved to exist between agent cooperation in a unified approach and quality of program, being  $-.78$  in one district and  $-.79$  in the other. Table II shows the ratings given to county extension personnel cooperation and county program quality by district extension supervisors. A total of 41 Michigan counties were included in this survey, and the resulting data certainly give support to the contention by many extension administrators that coordination of efforts on the part of

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TABLE II

DISTRICT EXTENSION SUPERVISOR'S RATINGS OF COUNTY EXTENSION  
PERSONNEL COOPERATION AND THE QUALITY OF COUNTY PROGRAMS IN  
TWO OF MICHIGAN'S FOUR EXTENSION DISTRICTS

County	Supervisor's Rating*		County	Supervisor's Rating*	
	Cooperation	Program		Cooperation	Program
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2.....	2	..... 2	23.....	3	..... 3
3.....	5	..... 5	24.....	3	..... 2
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\* Supervisor's ratings of poor were given a numerical value of 1, fair were valued 2, good were valued 3, very good were valued 4, and excellent were valued 5.



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agents is one of the more important considerations in county extension program effectiveness.

Lack of Understanding as to How the Programs Can be Coordinated

How to coordinate county extension programs is not a problem in many counties because the agents have made a real effort to determine how to do the job. One of the ways in which this may be done is through the "balanced farming" or "Family farm unit" approach. Just prior to World War II this approach was tried on an experimental basis in several states, and in 1948 Michigan began to emphasize the approach as being worthy of effort. The object of this method of extension teaching is to consider the whole farm and farm family as a unit which has a number of related problems, rather than to consider the individual members of the farm family as being interested in specialized projects. At the present time in certain Michigan counties, Extension Farm Management Specialists are helping the County Agents develop this approach. The specialists and agents are working with small groups of families, helping them to analyze their farm, home, and economic practices, and helping them develop an improved series of practices.

The Joint Committee says of this approach, "Evidence already available indicates that through this approach

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farmers are being induced to adapt improved practices at a much more rapid rate than before and, at the same time, are making much more rapid progress toward the adoption of well rounded farm and home plans."<sup>2</sup> In counties where the approach has been made it has created more enthusiasm than any other extension activity for a number of years. Results are really amazing, and include the whole farm unit, not just the dairy or the grass silage or some other project. Briefly this approach might be considered to have these advantages:

1. The family plans together to meet all of their needs.
2. More improved practices are adapted by the family.
3. Instead of further contributing to the breakdown of the family unit it strengthens the family.
4. The family is helped and becomes a very strong extension cooperator.
5. The family served becomes a first class demonstration unit.
6. An opportunity is provided for the Home Agent, the 4-H Club Agent and the County Agent to pool their resources, and for all to do their part as a unit.

There is little doubt in the minds of some extension workers that this is an approach which will receive more

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attention in the future. However, just as with anything which is both new and worthwhile, there are many serious problems involved in the family farm unit approach which have not yet been solved. Some of the more important problems are:

1. The approach is slow. In counties where the method has been used it has taken one agent one full month each year to serve fifteen farm families.
2. The knowledge and skill required of the agents is great, especially in the field of farm management.
3. There is some objection from the people and groups who do not receive the personal attention which the selected families receive.
4. Extension Specialists are projects specialists and are inclined to push their individual project.

These problems and others still require an answer, but they will be answered just as problems have in the past by the agents, the college staff and the Federal Office working together. Many agents feel that this approach is important because it will provide further opportunity to prove what extension can do, and thus strengthen the county program.

Although it is recognized that the family farm unit approach is a desirable goal toward which the county workers

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can move, the approach will be slow in becoming established in many counties due to the problems involved. While the family farm unit approach is desirable in itself, it should not take the all out effort of county workers combining their talents in this approach to illustrate how county program coordination can be achieved. There are many other ways in which the several phases of county extension work can be combined into an effective county program.

The key to program coordination is through office conferences in which each agent learns of the plans of the others, and through which the efforts of all agents are directed toward common goals. Most counties set aside one morning each week for these conferences, although some counties maintain they can coordinate their programs without regularly scheduled conferences. Experience and observations of the District Supervisors has led them to strongly recommend regular office conferences for all counties.

In office conferences where the agents are sincerely interested in the over-all county program and not only their particular phase, numerous opportunities for cooperative effort have arisen. In one county the Home Agent originated a cooperative effort through a Monday morning office conference when she told of one of her home makers wanting to put in a new kitchen but being unable to do so because her husband said their dairy income was too low. The county agent



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saw an opportunity to do some extension teaching because here was a family that had recognized needs. A plan was worked out to have the 4-H Club in the community where the family lived sponsor a series of three dairy meetings for both club members and interested farmers.

Many ways of cooperating could be listed, but these ways are self evident to the agents who want to cooperate and will not be dealt with here.

#### Relationships Between Agents

The following statement by Lester A. Schlup, Chief, Division of Extension Information of the United States Department of Agriculture, tells practically the whole story of extension relationships between agents:

"The county extension program is a balanced, unified effort serving rural men and women and youth. High morale, spirited enthusiasm, and harmonious relations within the county staff are essential to good relations with the public. Low morale, competition, and conflicts in staff attitudes will diminish the quality of public relations."<sup>3</sup>

In the vast job of running a county extension program numerous occasions arise in which there may be a lack of understanding between agents. The nervous tension which accompanies the inordinate pressure of work sometimes aggravates these misunderstandings, and various degrees of conflict arise between the workers. It is doubtful if many county extension staffs entirely free of conflict, but it

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is a real tribute to the agents that these conflicts are seldom allowed to become acute and adversely effect the over-all county program. A few of the more common causes of conflict will be discussed:

1. Making Changes. To the new agent going on the job there is a natural tendency to want to make improvements, and some of the methods being used by the older agents seem to be outmoded. Several new agents have immediately set out to make sweeping changes without consulting carefully with the older agents, only to find themselves involved in difficulties.

One new agent had some excellent ideas for improving the fair his first summer on the job, but the leaders, who had been running the fair for years, were not accustomed to sweeping changes and appealed to the older agent. The older agent explained the procedures which had been used in the past to the new agent, and advised him to go slow until the leaders were ready to accept changes. The new agent made a fresh start, and since then he has developed one of the outstanding programs in the state. In addition the county has come to be an excellent example of overall program coordination.

2. Criticism of other agents. Criticism of other agents which is not satisfactorily resolved is a frequent cause of conflict and lack of cooperation.

Sometimes new agents find themselves in a position where they must listen to criticism of other agents by the people in the county. Regardless of whether or not the agent feels this criticism is at all justified he should not accept such statements but should defend his co-worker by pointing out his good points and programs.

In the excellent Oakland County Extension Administration plan (of which County Agent E. W. Aldine says, "This is not just something we have spent time on then forgotten") is found this statement: "Criticism of other agents, their personal habits, and abilities should not be done at any time with anyone, for criticisms have a place only when they are taken up with the agent concerned and, if necessary, with proper authorities on a higher level."<sup>4</sup>

3. Work expectancy of other agents. A lack of understanding of the help agents are expected to exchange is a common cause of friction in counties which do not have a well established and accepted organizational and administrative plan. Such questions as,

"How much 4-H work should the Home Agent do?" and "How many adult meetings should the 4-H Club agent direct?" are not easily answered. No two counties have the same division of responsibility, and some counties do not even have a plan that is commonly accepted by the agents involved.

A memorandum of understanding among the workers in a county of the overall county program. The following statements are taken from the Oakland County Plan<sup>5</sup> previously mentioned, and are presented to illustrate how worker responsibility may be stipulated:

- A. The 4-H Club Agent is responsible for all 4-H club project activity, leader training and contests. He is assisted by the Home Demonstration Agent through work she does with leader training, and foods and clothing committees which she organizes and through which she works.
- B. The Assistant County Agricultural Agent assists the 4-H Club Agent by carrying the 4-H Livestock project work. He organizes and works through the small animal, general livestock, dairy, and horse committees. The 4-H Club Agent works with all other project work and 4-H Service Club.
- C. All agents should take an active part in developing the budget...The county budget will be entirely administered by the County Agricultural Agent...
- D. The 4-H Club Agent will become thoroughly familiar with what the allocation funds are to be used for. No allocations should be spent without discussing their expenditure with the county agricultural agent.

- E. Staff meetings will be held every other Monday morning for the purpose of setting up policies, changing policies, and discussing problems involved in the overall extension program.
- F. Conferences should be held frequently between the individual agents and the county agricultural agent, since it is only through staff meetings and individual conferences that the county agent can keep abreast of the developments within departments, of which he is concerned as administrator. More time must be given by the County agent to administration. Public relations falls in this category.
- G. All agents should be informed well in advance of any community projects in which they should have a responsibility, and be fully informed of what is expected of them in the coordination of the programs of work.
- H. Each agent will write a program of work and revise it annually.

No plan can cover every situation which involves the duties and responsibilities of agents. One experienced agent encourages all agents and secretaries on the county staff to follow the Golden Rule in their extension relationships.

In those portions of the state where 4-H Club Agents serve several counties on a district basis, a detailed work plan has been developed which assigns areas of responsibility to the workers. Mr. Kettunen credits this recommended plan preventing confusion and misunderstandings in the counties which have adapted it to their situations.

### State Leadership in Program Coordination

Michigan Extension Administrators have tried to show the way to program coordination instead of just telling the county workers they should coordinate their county programs. An example of the state effort is the combined annual conference of the three phases of the program. Previous to 1951 the County Agents, Home Demonstration Agents and 4-H Club Agents held separate conferences at Higgins Lake or Chatham, but in May 1951, the entire state extension staff spent a week in conference at the college. Although each phase of the program had a large number of sessions relating largely to its particular program, an effort was made throughout the conference to make the agents team conscious. Although the combined conference was considered by most state and county workers to be a step in the right direction, the problems involved in coordinating the programs are evidenced by the fact that the majority of one group voted to request permission to return to the previous conference arrangements.

As pointed out in this section, there are many questions and problems involved in extension's effort to coordinate its programs, but the tendency is toward coordination, and every day brings evidence that the good county programs are the coordinated county programs.



## Footnotes

1. Edmund de S. Brunner and Hsin Pau Yang, Rural America and the Extension Service, Bureau of Publications, Teachers College, Columbia University, New York, 1949, p. 40.
2. Joint Committee Report on Extension Programs, Policies, and Goals, U.S.D.A. and Association of Land Grant Colleges and Universities, Washington, 1948, p. 39.
3. Lester A. Schlup, Its the Way You Serve People, U.S. Dept. of Agr., Extension Service Leaflet, Washington, 1948.
4. The Oakland County Extension Administrative Plan, a written communication from County Agricultural Agent, E. W. Aldin, Flint, Michigan, 1950.
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## CHAPTER IX

### 4-H CLUB PRINCIPLES, OBJECTIVES AND PROJECTS

4-H Club work has grown steadily since its beginning less than forty years ago to the point where it is the largest rural youth organization in the world. The 1950 enrollment in the United States was 1,850,000 and in Michigan it was 58,000. Michigan had 7,200 local leaders active in 1950, and an indication of the job these leaders did is illustrated by the fact that Michigan led the North Central States in percentage of project completions with 88 per cent. The 4-H Club movement has also spread to most of the other free countries in the world.

The 4-H Club program is growing in numbers every year. There is increasing interest in club work by urban and suburban residents as well as among farm boys and girls, and, as increased funds become available, extension in this area is possible.

The increasing appeal of club work is not only to the boys and girls but also to the parents who have seen what the work has done for the young people in the community. Various studies have indicated that 4-H Club work definitely has a positive value on family relations, and herein lies

one of the greatest contributions of the program. Dr. Robert G. Foster<sup>1</sup> made a study of eighty families in three adjoining New York counties, and summarizes the effects of 4-H Club participation on family relations as follows:

1. There results a closer integration of the family around the common interests of the child. This was true in 90 per cent of the cases observed and such integration is evidenced by parent-child relationships being increased in variety and amount in 90 per cent of the families studied.
2. It makes more frequent and, usually with few exceptions, more wholesome relationships between parents and children.
3. When the participation results in the acquirement of improved practices by the boy or girl, it is at once recognized and commented upon favorably by the parents, whether they themselves adopt such practices in their own farm and home activities or not.
4. Where recognition comes to the individual boy or girl through his or her club participation two effects are noted:
  - a. The family's social prestige in the community is immediately enhanced, and

b. Such enhancement results in some cases in  
envy on the part of other families . . .

5. The actual adoption of the approved practices by the boy or girl in some cases resulted in the parents adopting them on the farm or in the home.. it was much more apparent that the mothers had adopted more practices and were more actively engaged in encouraging the boys and girls in the work than the fathers.
6. In 99 per cent of the cases the mothers and their boys and girls all attended the local school-club fair, and in 90 per cent of the cases the fathers also attended. These school-club fairs are the only events in the areas which are attended by the entire family in most of the families studied.
7. Next in importance to the local school-club fair is the county achievement day which most families attend. As one mother said, "We have gone every year and we wouldn't miss it for anything."
8. The attendance of the boys and girls at county and state club events has a big influence on family solidarity and attitude toward the work of their boys and girls....

9. More social life and educational trips for many of the members resulted in broadening the entire family's outlook and stimulating the individual to greater achievement resulting in closer home cooperation and interest.
10. Club work is the only social group participation in which the boys and girls are active, and this was emphasized by the parents who continually remark, "It's a fine thing for the young people. It teaches them things we could not teach them in the home ourselves, and gives them chances to have social good times together."
11. A most important factor that stood out in the program was the effect of various symbols upon the family. Many mothers referred with pride to little bookracks or other objects their children had made in their club work. Every home had one or two 4-H club signs on the side of the house or lawn, and in every home the first thing the parents did was to bring out all the pictures, prize ribbons, club pins, and other symbols of club work that their boys and girls had won, and tell about them in detail. In one family where the father had been local leader a few years back, they had pasted all

their pictures, ribbons, etc. on heavy cardboard and put it in an old picture frame and hung it on the wall. There were many instances of this sort. The conclusion on this point is that the symbol is a very important factor about which the family interest becomes centered and the more of these stimuli that are symbolic of satisfying experiences in the work that becomes a part of the family environment, the more does the family interest in the work and in one another increase. In other words, one of the most important factors in the production of family solidarity and prestige is the injection into the home of many symbols that give recognition to the members, thus enhancing the total interest of the group.....

12. In 74 per cent of the club families evidence of increased solidarity was found .... It may safely be inferred that if the boy's or girl's participation in an outside group results in satisfaction to the parent, particularly if much of the participation in an outside group centers around farm and home activities and interests, the parent-child relationship has been strengthened.

Principles and Objectives of 4-H Club Work

Agents are constantly questioned concerning the purpose of their work, and every agent has found it valuable to have carefully thought-out answers to this question.

The 1947 Michigan Leaders Manual makes this statement concerning the purposes of 4-H Club Work, "The main purpose of 4-H Club work is to help rural youth in their growth, individually and socially. Members develop through their project work, their club activities, and their cooperation in community activities."<sup>2</sup> As has been stated before, the emphasis is intended to be on the development of boys and girls and not on developing a grand champion steer, as many casual observers are inclined to believe.

In 1945 a committee of county, state and national leaders developed ten "Guide Posts" for 4-H programs.<sup>3</sup> Any county 4-H program has done an excellent job if its leaders can say the members have progressed according to the following "Guidepost" standards:

1. Developing talents for greater usefulness.
2. Joining with friends for work, fun and fellowship.
3. Learning to live in a changing world.
4. Choosing a way of earning a living.
5. Producing food and fiber for home and market.
6. Creating better homes for better living.

7. Conserving nature's resources for security and happiness.
8. Building health for a strong America.
9. Sharing responsibilities for community development.
10. Serving as citizens in maintaining world peace.

The "Guide Posts" are seen to include work toward improving the home, community, nation and world, and to make provision for the development of all 4-H'ers.

One of Michigan's outstanding agents who had just moved from 4-H Club work into County Agent work was asked by his coworkers to present the philosophy of 4-H Club work at a district conference. The agent appeared before the conference with a model cow to represent the dairy project, a tractor to represent the tractor project, a doll dress to represent the sewing project, and several other project illustrations. He developed a very vivid picture of 4-H project work, and then asked, "Is this 4-H Club work?" He answered his own question by bringing out two dolls, one of which was dressed in gingham and the other in blue-jeans; "Now," he said, "we have 4-H Club work because we have a boy and a girl we can develop while they work on these projects."

#### 4-H Projects

The general requirements of 4-H Club membership are:



1. Members must be ten and not over twenty years old.
2. Members must carry a project (such as sewing or poultry raising) on which material, maintenance, and labor records are kept and which is exhibited at the end of the project year.
3. Members must attend their local 4-H Club meetings.

Project work gives agents and leaders a wonderful means to develop boys and girls, and many people regard it the strength of the 4-H program. The training value of the project is clearly evident, and the achievements which come through project completion are stimulating to the members, parents and leaders. It is the project accomplishments that make the headlines, and it is the project accomplishments that are largely responsible for increasing public interest and support. Were it not for the project nature of 4-H Club work, it would be more difficult to secure leadership, for most all adults have something which they can do a little better than average, and generally there is a 4-H project to provide a field of endeavor for that ability.

In talking to the State 4-H Club Leaders fifteen years ago C. B. Smith made this statement about project work which is just as sound as ever today:

"The thing that distinguishes 4-H Club work from the work of all other youth organizations is that it is

based on doing worthwhile pieces of work on the farm and in the home or community in a better way. In our effort to enrich the club program with recreation, music, social activities, nature study, etc., we must never forget the greatest value of club work probably arises from the fact that we teach youth to work to do something with their own hands to do it in a better way, to achieve through their own efforts; then to keep a record of such work, tell about it, demonstrate it, exhibit it, and make it a part of their lives."<sup>4</sup>

One of the questions for an agent to decide is, which projects are more important? To illustrate the question involved, the rapidly growing saddle horse project will be considered. One of the consistent winners at horse shows throughout Michigan and a judge at several 4-H saddle horse shows within the last five years recently said,

"I believe boys and girls should be discouraged from taking a horse project in 4-H. A lot of the kids get a horse and then all they do is cut up at every opportunity. Why not encourage them to get a calf or some hogs and let them have an opportunity to make some money and grow into farming?"<sup>5</sup>

This is a rather surprising statement coming from a very fine horseman. He sincerely feels that a club member would be better off with a different type project, both because of the negative influence sometimes found in the horse show circles, and the positive influence of getting a start in farming with a crop or livestock production project. Several extension workers who have had various difficulties with horse project members and their associates would be inclined to support this opinion, and several fair boards in Michigan

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wish there were no such things as saddle horses.

Other extension workers, however, feel that the saddle horse project can be about as valuable to the members involved as any other project. They contend that it matters little what project a member takes if it provides (1) an opportunity to teach the member some of the accepted social values, and (2) an opportunity to develop the member into a more useful, well balanced citizen. Some of the arguments advanced for the saddle horse project are:

1. Most effective club work can be done when the members are interested in their projects, and certainly this is the case with members having saddle horses.
2. Many boys and girls would never be reached by club work if they could not be reached through their interest in horses, and often these boys and girls are those who need club work most.
3. Many members would not stay in club work if they had to carry projects which did not interest them.
4. The saddle horse project offers as much opportunity to develop members as any project when proper methods of club work are understood and applied.

The arguments which are used to support the saddle horse project can be applied to a wide variety of projects

which are not designed to help boys and girls realize a profit and grow into farming.

In one Michigan county during the 1950-51 winter project year, there were 1,000 members enrolled in the sewing and handicraft projects. Boys and girls in the county who wanted to be in 4-H Club work generally were more or less forced to take one of these two major projects. It is little wonder that many leaders in the county complained about members not seeming to be interested in their work, and the average tenure of leaders and members alike in the county was only slightly more than two years.

The majority of extension workers are now of the opinion that there are no "best" projects. Each project listed by the Michigan State 4-H Club office has its place if there are sufficient numbers of members interested and leaders are available or can be trained in the project skill required. Many counties have at one time or another developed particular projects to meet the interest of their members, and many of the present state-wide projects had their origin in the counties in this manner. The projects listed in the 1951 Michigan 4-H Project Requirements Outline and the 1950 enrollments in each are shown in Table III.

One of the greatest values which can come from any 4-H Club project is the value which is connected with ownership.

Table III

## MICHIGAN 4-H PROJECTS AND MEMBER ENROLLMENTS FOR 1950

<u>Project</u>	<u>1950 Enrollment</u>
1. Clothing .....	19491
2. School Lunch .....	675
3. Food Preparation .....	9704
4. Food Preservation .....	3843
5. Home Management .....	241
6. Handicraft .....	12443
7. Electrical .....	3005
8. Tractor Maintenance .....	1815
9. Farm Machinery .....	628
10. Crops .....	2800
11. Vegetable Gardening .....	6710
12. Flower Gardening .....	3417
13. Horticulture .....	214
14. Conservation .....	7120
15. Dairy .....	6146
16. Beef .....	1261
17. Sheep .....	231
18. Horse .....	1022
19. Swine .....	1168
20. Rabbits .....	1072
21. 4-H Club Boy .....	346
22. Junior Leadership .....	1228
23. Personal Accounts .....	114
24. Archery .....	163
25. Health and Safety .....	1747
26. Farm fire prevention .....	564



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In those projects, such as the crops and livestock projects, where there is an opportunity for a boy or girl to realize some financial return from the project, ownership is especially important. Sometimes the project animal is one which "Dad loaned to Jimmie" or the project garden is the family garden which "Mary helps to weed." It is a big day in the life of a boy or girl when they go to the bank with Dad to get a loan to buy a 4-H calf. It is also a valuable experience for a boy or girl when there is a written and definite agreement between the parents and the member concerning financial obligations and returns. In order for a project to be of value in itself it should develop responsibility in the member, and in young people responsibility is generally associated with ownership.



## Footnotes

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3. T. A. Erickson, Guide Posts for Local 4-H Leaders, General Mills Company, Minneapolis, Minnesota, 1951, p. 11.
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## CHAPTER X

### 4-H CLUB ORGANIZATION

The previous chapter was concerned with principles and objectives of 4-H Club work, and with a review of the basic units of club work, the projects. This chapter deals with a major job of 4-H Club Agents, which is developing a strong 4-H organization. Mr. A. G. Kettunen, State 4-H Club Leader said, "The only way a 4-H Club Agent can accomplish his job is through developing a strong organization of local adult leaders, and giving them the training, enthusiasm, and authority to carry on."<sup>1</sup> Since at present only about fifteen per cent of Michigan's rural youth are in 4-H Club work any given year, there is practically no limit to the 4-H Club enrollment except the ability of the individual agents to organize and direct the program.

As 4-H Club work has become more appealing to youth and parents the enrollment has steadily grown. The increase in enrollment has not been accompanied by a proportional increase in the number of 4-H Club Agents, and consequently there has been an increase in the number of members per agent. It has been the opinion of many extension workers

that there is a saturation point in 4-H Club enrollments per agent, beyond which increased enrollments will cause the quality of the program to be adversely effected. This may be true, but certainly the "saturation point" will vary considerably from county to county, depending on whether the agent tries to take care of everything personally or has a strong organization of leaders who are interested in helping carry out the program.

#### Types of 4-H Leader Organizations in Michigan

The two general types of 4-H leader organizations in Michigan are the (1) 4-H Councils, which are usually composed of representatives of the various townships, and the (2) Leaders Associations, in which all of the leaders in the county take an active part. Many variations of these main types exist, and no specific type of organization is recommended for every situation. These two main types of organization will now be described, and some of the strength and weakness of each will be discussed.

The 4-H Council. This type of leader organization has been used by most Michigan counties in the past, and although there is a slow shift toward the Leader Association type of organization, the majority of Michigan counties are now organized on the Council basis. The council generally has from twelve to sixteen members elected for a period of

two years by the various townships or districts at an annual leader meeting or a leader training meeting. Half of the members are replaced each year, leaving the other half to provide for a continuing program. A typical 4-H Council organization is shown in Figure 5.

The members of the council choose their officer and representative to the District 4-H Council, and appoint such committees as are deemed necessary. They help the agents plan the program, plan and conduct specific projects and events, and aid in the organization of their districts or townships when desired.

The advantages of the 4-H Council are:

1. It is easy to organize.
2. It provides an efficient unit with which the agents may work because of its limited size.
3. The members elected to the council are generally recognized as being the outstanding leaders in the county.

The disadvantages of the council are:

1. Communication concerning county programs from the agents through the council members to the leaders in their districts is generally poor, as is communication of ideas and problems up to the county level through the council members.

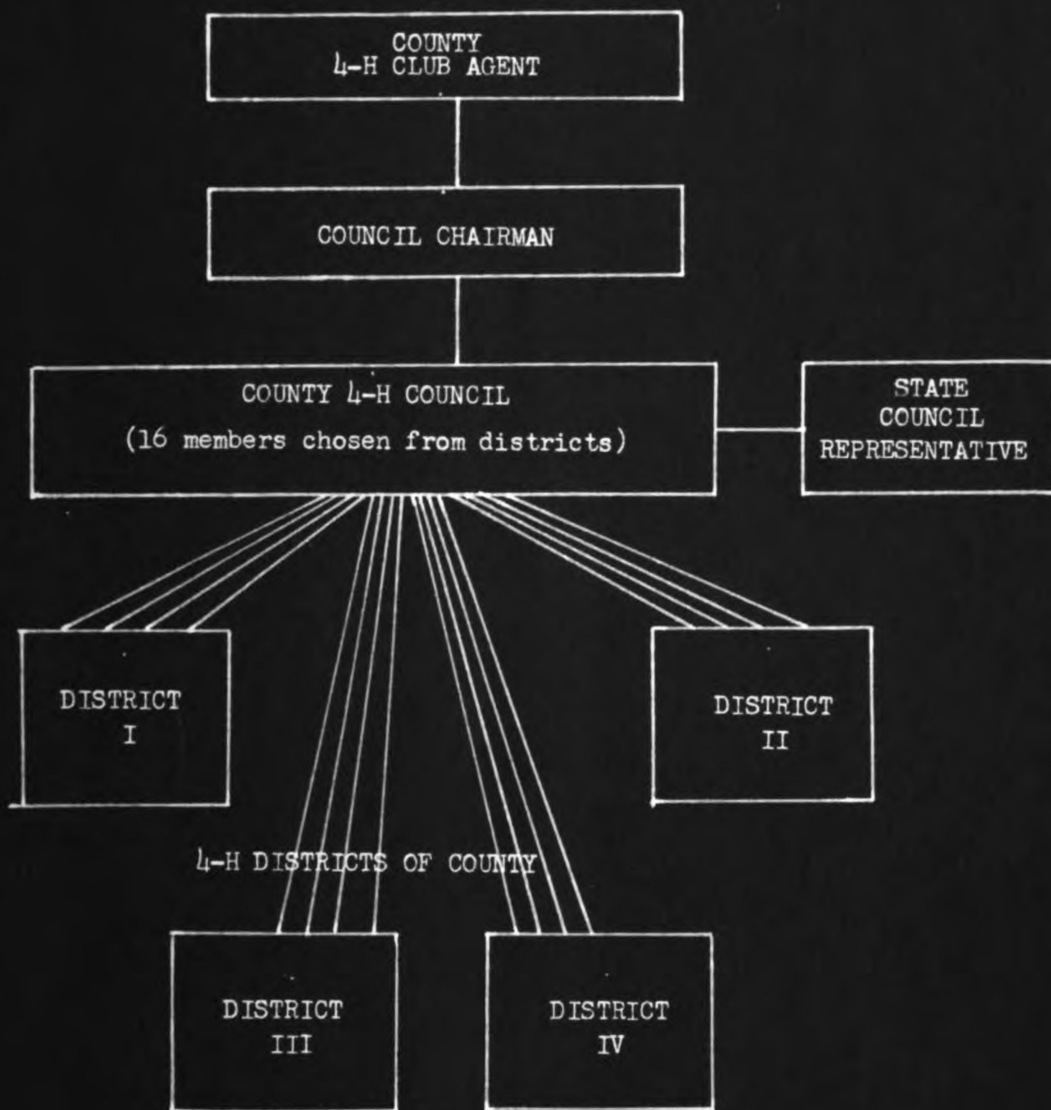


FIGURE 5

A TYPICAL COUNTY 4-H LEADERS  
COUNCIL ORGANIZATIONAL CHART

2. In spite of the "representative" idea of the council, the majority of the leaders do not feel committed to the county program because they do not have a voice in establishing it.
3. The morale of the majority of leaders is generally only fair (council members excepted) because they are not in close contact with the overall program.

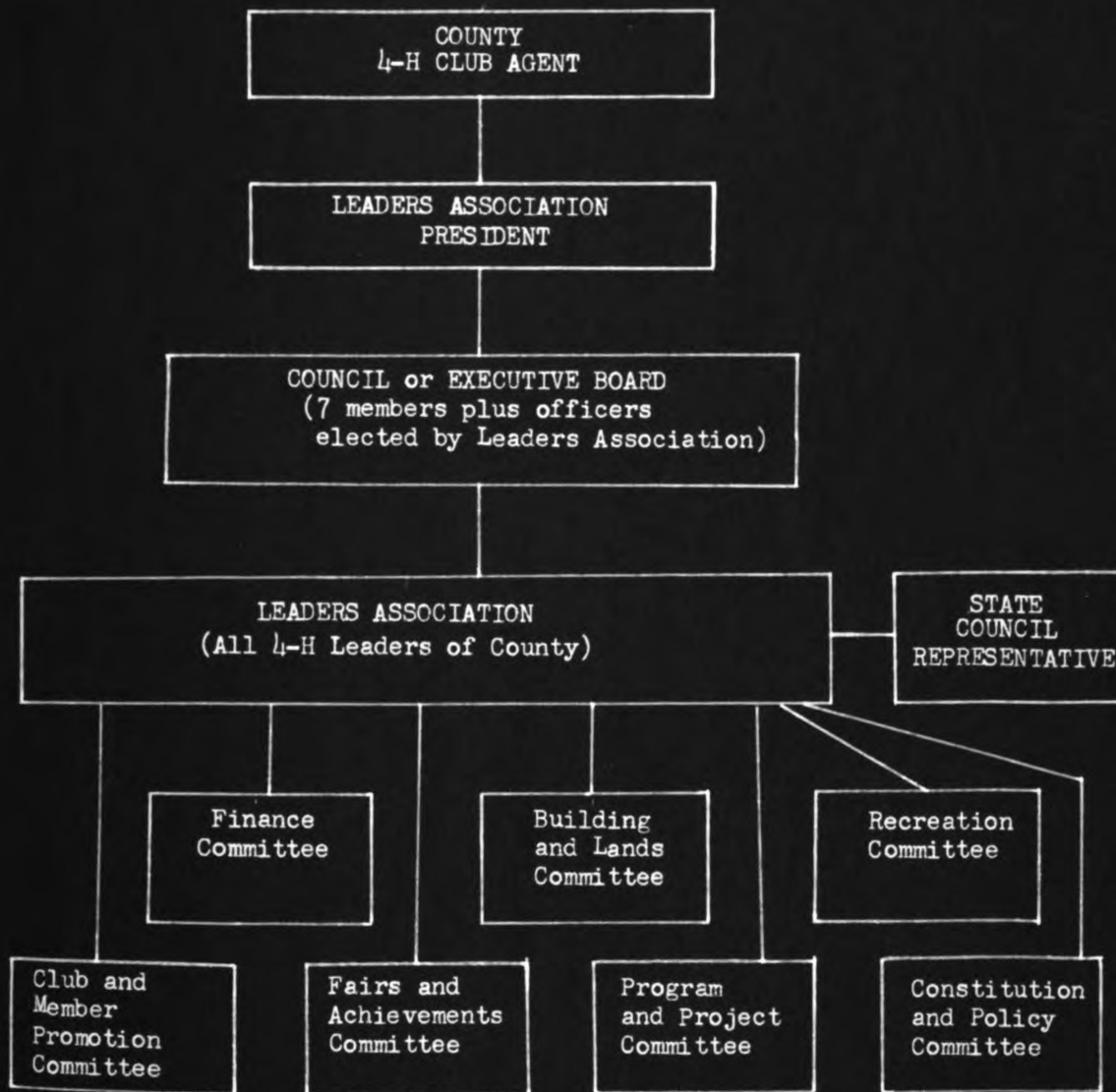
In some counties the council type organization is quite successful because its disadvantages are recognized and steps are taken to minimize them. One basic principle should be recognized by the agents who operate with councils, and that is "people must share if they are going to care." Many councils violate this principle when they attempt to carry the whole county program themselves and fail to draw in most of the other leaders for committee work on various events and projects. Several of the more successful councils have standing committees appointed from the ranks of the entire leader complement, and make every effort to keep all of the leaders in close touch with the overall program. In a county where there is an active leader training program there may be sufficient opportunity for the leaders to develop the feeling that they are an important part of the county program, and the disadvantages of the council type of organization may thus be largely eliminated.

One of the problems in 4-H Club work which requires more study is the effect of various type leader organizations on leader morale, tenure, and accomplishment. It is probable that such studies would reveal greater leader satisfaction, longer tenure and greater accomplishment in those situations where they have become actively interested in the county program through activities of their leader organizations.

Leader Associations of all county leaders. Each year two or three Michigan counties have been changing their organizations from the Council type to the Leader Association type. The shift has been slow, and probably that is as it should be, for it is generally a serious blunder to make such a change until the leaders themselves feel the need of the change. The 4-H Leaders Association type of organization is much more elaborate than the council type, as may be seen in Figure 6.

The Leaders Associations generally have regularly scheduled meetings once a month or once every two months in addition to any project leader training meetings. Each year new officers are elected, as are one half of the non-officer members of the Executive Board, who are elected for a two year term. The new officers and executive board members meet immediately after they have been elected and choose





(Standing Committees with non-officer members  
of executive board as chairman)

FIGURE 6

A TYPICAL COUNTY 4-H LEADERS  
ASSOCIATION ORGANIZATIONAL CHART

members to the several standing committees, with the President selecting various executive board members to serve as chairmen of the committees. These committees are in some cases very large when the duties of the committee are extensive. In one county the recreation committee was divided into subcommittees for softball, dances, picnics, band, and skating, and a total of twenty-four served on the committee. These standing committees are the backbone of the leaders organizations, and the units through which the large majority of county 4-H activities and events are carried on. Since the committees are the vital working units of the organizations, consideration will now be given to the way in which the seven committees listed in Figure 4 functioned in one Michigan county during 1950.

#### 1. Building and Lands Committee

This committee is responsible for the construction of any building and the maintenance and improvement of any buildings and the lands owned or operated by the Leaders Organization.

##### Building and Lands Committee Calendar

January - Meeting to discuss the immediate and long term operation and maintenance of the camp.

(This may involve the Finance Committee.)

April - Work Bee to plant trees and wildlife cover.

May - Work Bee to clean up and repair camp.

November - Work Bee to build cabins.

## 2. Recreation Committee

This committee is responsible for planning and conducting any recreational program for members and leaders sponsored by the Leaders Organization, and will also assist in recreational activities sponsored by other organizations (such as the Fair Board) which the committee and the Leaders Organization deem advisable.

### Recreation Committee Calendar

- January - 1. Conduct County skating party.  
2. Conduct leaders outing.
- February- 1. Conduct county dance.  
2. Conduct county recreation school.
- March - 1. Conduct county skating party.
- April - 1. Make major arrangements for summer and fall activities.
- May - 1. Organize county softball league.
- June - 1. Conduct county picnic.
- July - 1. Conduct county trip.
- August - 1. Conduct county camp.  
2. Conduct county softball playoff.
- September 1. Cooperate with the Fair Committee in recreational activities at the County Fair.
- October - 1. Conduct county skating party.
- November- 1. Consult with Program Planning Committee.  
2. Cooperate with the Finance Committee in conducting a variety show.  
3. Make major arrangements for winter and spring activities.

December - 1. Conduct county dance.

### 3. Fairs and Achievements Committee

This committee is responsible for planning and conducting any fair or achievement event sponsored by the Leaders Organization, and for cooperating in any fair or achievement sponsored by other organizations which the committee and Leaders Organization have approved.

#### Calendar

- January - 1. Plan spring achievement - program, etc.  
2. Revise fair book, order supplies, set policy, line up special premiums, etc.
- March - 1. Make final preparations for spring achievements.
- April - 1. Spring Achievement.
- June - 1. Attend fair board meeting.  
2. Help clubs plan for fair exhibit.  
3. Major fall achievement arrangements.
- August - 1. Choose State Show exhibits and place them.  
2. Clean up and decorate fair exhibit space.
- September 1. County Fair and possibly State Fair.  
2. Check on possible entries for Jr. Livestock Show.
- October - 1. Review fair and make suggestions to be presented to the Fair Board.  
2. Work out fall achievement details.
- November- 1. Fall Achievement.
- December- 1. Attend winter fair board meeting.  
2. Place exhibits at Jr. Livestock Show.  
3. Make major spring achievement arrangements.

#### 4. Constitution and Policy Committee

This committee is responsible for studying problems of policy which arise in the functions of the Leaders Organization, for making an annual study of the constitution of the Leaders Organization, and for making recommendations to the Leaders Organization concerning these matters.

##### Calendar

- January - 1. Meeting to consider necessary constitution revisions.  
2. Shall the Leaders Organization conduct a raffle?
- March - 1. Shall money from the Leaders Organization be used to purchase instruments for the band?  
2. Shall the Leaders Organization sponsor a softball league?
- September 1. Shall the Leaders Organization sponsor dances?

#### 5. Club and Member Promotion Committee

This committee is responsible for planning and conducting awards programs, promotional campaigns, publicity for events, and such other activities as will increase numbers and enthusiasm of both members and leaders in the county.

##### Calendar

- February - 1. Conduct Leader Recognition Banquet.
- March - 1. Promote National 4-H Club Week - arrange special observances, newspaper stories, club participation.

- April - 1. Handle Spring Achievement publicity.
- May - 1. Select county contestants for State Awards, and Scholarships.  
2. Select delegates to Older Youth Camp. Also delegates to Club Week if these are not selected at Achievement.
- September- 1. Handle Fair publicity.
- November - 1. Promote National 4-H Achievement Week.  
2. Select delegates to Jr. Leadership School.  
3. Plan Leader Recognition Banquet.

#### 6. Finance Committee

This committee is responsible for planning and conducting or cooperating with other committees or groups in conducting projects and events for raising funds deemed necessary by the committee and Leaders Organization. The committee will also assist the county extension personnel in budgeting the allocation funds awarded by the state.

#### Calendar

- January - 1. Budget the Allocation.  
2. Plan means of raising money for projects that the Leaders Organization has decided to undertake.
- March - 1. Hold County Auction.
- April - 1. Operate a concession at the plowing contest.
- July - 1. Operate a concession at Grass Day.
- August - 1. If the Leaders Organization approves, conduct a raffle in connection with the County Fair.

September - 1. Operate a concession at the County Fair.

November - 1. Sponsor a variety show in cooperation with the Recreation Committee.

December - 1. Encourage clubs to raise money through rummage sales, bake sales, dances, scrap and paper drives.

#### 7. Project and Program Committee

This committee is responsible for working out the Leader Organization Calendar of Events for the year, and for planning and conducting all project events and activities which are not the direct responsibility of another committee.

##### Calendar

January - 1. Forestry, Poultry, Tractor subcommittee planning.

February - 1. Forestry and Poultry Leaders training meeting.

March - 1. Make major arrangements for all summer and fall events.  
2. Plan Spring Leaders Meeting details.

April - 1. Spring Leaders Meeting  
2. Plowing Contest.  
3. Rural Life Sunday.

May - 1. Schedule MSC personnel for year at annual Conference.  
2. Foods, Dairy, Garden, etc. subcommittee planning.

June - 1. Foods Project training and judging team selection.  
2. Livestock tour.

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- July - 1. County tours in main projects.  
2. Judging team selection and training.
- August - 1. County tours.  
2. Judging Elimination at MSC.
- September- 1. Make major arrangements for Winter Leaders Meeting and any winter project events.  
2. Plan Fall Leaders Meeting details.
- October - 1. Fall Leaders Meeting.
- November - 1. Plan program for next year.  
2. Make major arrangements for all spring activities, such as speakers, field for plowing, building reservations.
- December - 1. Winter Leaders Meeting.

A study of the foregoing leaders organization committee activities emphasizes the need of a large number of leaders who are interested in seeing the 4-H Club Program within the county grow in size and quality. No agent would be able to carry on this type of program alone, or even with the aid of a few strong supporters. A good organization of all of the leaders in the county is needed, and here lies one of the greatest challenges to 4-H Club Agents.

#### Types of 4-H Clubs in Michigan

Just as there is a slow change from the Council type of Leader Organization to the type in which all leaders are active, there is a slow change from the project type of 4-H to the year-round community type club.

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The project type club is generally organized at the start of the summer or winter project season, and the leaders and members are usually concerned with only one project. The project clubs generally meet once a week, with one meeting designated as the business meeting. The great majority of the time of project clubs is spent doing project work, with a minimum of planned programs including business, special subject matter and recreation.

The Community type 4-H Club is, as the name implies, the result of combining two or more project groups in a community, and it generally functions year around. Instead of reorganizing the entire club each spring and fall at the start of a new project season, the project leaders of the club simply accept club members into their project groups. Many clubs have as high as twelve project leaders, and all have one leader who is designated as community club leader or administrative leader who is responsible for coordinating the overall club meetings and events. The project groups generally meet once a week at a convenient time, and the overall club meets once a month.

The comparative advantages of community clubs and project clubs have not been made the subject of extensive study, and no data are available to support the contention of many extension workers that the community type organization is superior. The experience of the writer in dealing with both

types of clubs indicates the comparative advantages of each type to be as shown in Table IV.

Mr. A. G. Kettunen said recently,

"There is a definite movement in Michigan toward the larger, community type of club organization, and this is certainly a movement in the right direction. However, in several counties there has been little progress in establishing community clubs because the agents have followed the course of least resistance, which is the organization of project clubs." <sup>2</sup>

Table IV

THE AVERAGE COMPARATIVE ADVANTAGES OF THE PROJECT TYPE AND  
THE COMMUNITY TYPE OF 4-H CLUBS

Criteria	Project Club	Community Club
Ease of organization	easy	difficult
Leadership cooperation problems	few	occasional
Reorganization needed	often	seldom
Program and activity scope	limited	extensive
Continued member interest	fair	very good
Reenrollment	poor	good
Number of older members	few	many
Size of club	small	large

Table IV shows the advantages and disadvantages of each type of club in some important aspects. One of the more important considerations in the effectiveness of clubs has

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been shown to be the size of the club. A Western Region 4-H Study Committee found that as the size of clubs increased reorganization and reenrollment increased. The committee recommended good sized clubs, stating, "There is a limit to the play, discussion, and service activities that a club of five or six members can take part in. Fifteen to twenty members make a strong club."<sup>3</sup>

An indication as to what the situation may be in Michigan is given in Table V which compares two lower Michigan counties having about the same enrollment. This comparison is greatly limited by a number of factors such as the type of leader organization, tenure and programs of agents, and ethnic considerations, and should not be considered as a true picture of the overall situation. However, in the opinions of several Assistant State 4-H Club Leaders, this table does give a fairly good indication of the situation throughout the state.

If project work were the only consideration in 4-H Club work the project type of club might serve the purpose, but, as has been pointed out several times in previous chapters, project work is not the only consideration. All of the 4-H Club social objectives are much more readily accomplished through clubs which have a well rounded program and a sufficient number of boys and girls working together to develop interest and spirit. Community 4-H Clubs generally meet the need.

TABLE V

A COMPARISON OF 4-H PROGRAMS IN A MICHIGAN COUNTY HAVING ALMOST ENTIRELY YEAR-ROUND COMMUNITY 4-H CLUBS AND ONE HAVING ALMOST ENTIRELY 4-H PROJECT CLUBS

Criteria	County A Comm. Clubs	County B Proj. Clubs	State Average
Average annual enrollment	1200 approx.	1200 approx.	700
Number of clubs	33	105	61.5
Average number of members per club	36	11	11.3
Average tenure of members	3.3yr.	2.1yr.	2.1yr.
Percent of members over 13 yrs. of age	35%	20%	29%
Average number of pro- jects carried per member per year	2.0	1.0	1.6
Percentage of project completions	88%	83%	88%
Average tenure of leaders	4.3yrs.	2.1yrs.	3 yrs. (est.)

## Footnotes

1. A. G. Kettunen, oral communication.
2. Loc. cit.
3. Laural K. Sabraski, Going Up, A Report of a Western Region 4-H Study, U. S. Department of Agriculture, Extension Service Leaflets No. 325 and No. 327, Washington, 1950.



## CHAPTER XI

### SPECIAL PROBLEMS FACING A 4-H CLUB AGENT

Local 4-H Club leaders are continually faced with a number of problems in their efforts to help the boys and girls of their community, and they quite naturally look to the county 4-H Club agent for help in solving these problems. Possibly two questions most often asked of 4-H Club agents by leaders are:

1. How can our club secure parent and community cooperation? In a study of 4-H Club local leadership in Oklahoma, Shinn found 35 per cent of the local leaders felt that lack of cooperation by parents and/or community was their greatest discouragement.<sup>1</sup>
2. How can our club strengthen its program to make it more interesting and worthwhile?

There are no simple answers to these questions, but extension workers have arrived at a number of recommendations which are now considered.

#### Securing Parent and Community Cooperation

Parent and community cooperation are necessary if a

4-H Club and its members are going to fully benefit from a 4-H experience. It is difficult for a member to do good project work and take an enthusiastic part in the club and county 4-H activities if he is not encouraged at home and in the community. Thus it is that not only the success feeling on the part of the leader, but the success of the whole club depends to a great extent on this parent and community cooperation.

Many ways for securing parent cooperation have been advanced, and a few Michigan counties are doing outstanding jobs in meeting this problem. Some of the methods used by agents are outlined below:

1. A most important consideration in securing parent cooperation seems to be the fact that informed and invited people are interested people, and interested people are cooperative people.<sup>2</sup>
2. Two main classes of factors that influence parent cooperation are:
  - A. The leaders attitude toward parent cooperation. The more parent cooperation a leader wanted and worked to get, the more he received.
  - B. The activities carried on by a 4-H Club and/or the leader which give information to parents and hold their interest. The following activities were found generally helpful in securing

parent cooperation, and are listed in order of importance:

    Holding special social meetings for parents.

    Holding regular club meetings in members' homes.

    Leader visiting homes of all members.

    Tours to members' homes.

    Special recognition given parents.

    Leader himself inviting parents to regular club meetings.

    Both leader and members ask parents for help.

    Leader informs parents about 4-H when he happens to see them or at meetings and special events.

    Leader had consent of every parent to member joining.

3. One idea seems to thread through all the data, and that is, a leader-parent personal contact was essential to good parent cooperation.

The above outline includes important ways in which leaders can obtain parent cooperation, and if this is accomplished, community cooperation will usually follow. Some methods used by clubs and leaders so secure community cooperation are:

1. Developing community spirit within the club. Clubs which are proud of the community of which they are a part soon make the community proud of them. A good community improvement project or service project is very helpful.
2. Getting sponsorship of the club, its events and its programs. Local organizations will help establish the position of 4-H Club work in the community.
3. Using the radio and newspaper to inform the community of club activities. Window displays have also brought excellent results.
4. Holding programs and events which are open to the community. A community dance, 4-H fair, or Rural-Life Sunday service are often used.

Thus far those things which a 4-H Club and its leader can do to improve parent and community cooperation have been mentioned, but probably just as important are those things which the 4-H Club agent can do. Everything an agent does to create in people an understanding of 4-H objectives and to inform people of 4-H activities will be helpful. Some specific methods used by various agents are:

1. Conduct good leader training meetings which include informing leaders of ways to secure parent cooperation.

2. Make extensive use of newspapers, radio, talks, and newsletters to inform people and to promote 4-H.
3. Recognize good work and achievement. In this, publicity and recognition should not be limited to project winners. They are important, but primary publicity should be given to the club itself and to its other activities. This is one place where many agents should readjust their programs in order to build up the club in a community and not just one individual (about whom the community may have its own ideas).
4. Try to have the leaders organization include in the county programs several opportunities for parents to participate, such as picnics, parties, dances, work bees, and special observances.
5. Visit as many homes as possible. Several studies have shown that cooperation, participation, and changed practices can be influenced more by the personal visit of an agent than in any other manner. Many agents have a county map on which is spotted the homes of every club member, and they make it a point to visit a certain number of homes each month. Some agents very successfully use the method of going with the club leader to visit his members' homes.

Parent and community cooperation not only is essential for the successful functioning of 4-H Clubs, but cooperation which can be obtained in this connection will have a beneficial effect on the overall extension program in the county.

#### Developing Strong 4-H Clubs

One Michigan county has one of the larger enrollments in the state, has some excellent project work, has its share of winners in state contests, and has a full and varied county program of activities which are well supported by the club members and leaders, but most of its clubs are weak. Practically every club in the county must be recognized at the start of each project year, very little training is done in the clubs outside of project work, and the main reason the county events are so well supported is because the clubs do not hold any activities of their own.

One criteria by which a club may be considered "good" is the degree to which it accomplishes the "Guidepost" objectives listed in Chapter IX. Tenure of members and leaders, project completions, and club growth in size are additional measuring sticks frequently used. Tenure of members, or reenrollment, was found in a study of 2,453 former 4-H Club members in eleven states to be an especially good yardstick for measuring the values received from club work.

The study arrives at this conclusion, "If the greatest values are to be derived from 4-H Club training and experience, the challenge to those responsible for the formulation and execution of the 4-H Club Program is to exert the greatest effort to secure reenrollment for as many years after the first as it is possible."<sup>3</sup>

What makes a club "good"? Unfortunately there is no simple answer, but recent intensive studies in the western states have established the following desirable club features which seem to be equally desirable in Michigan (Ext. Service Leaflet 257)

1. A Balanced program for every club meeting. In Michigan it is strongly recommended that club meetings usually have these three distinct parts:
  - a. Business session.
  - b. Information and subject matter.
  - c. Recreation and possibly refreshments.

The information and subject matter part generally should receive the major portion of time, but the other two parts are very important should not be ignored.

2. High member participation. Every member should have an opportunity to participate in meetings. The members should conduct their own meetings and develop the work and activities which they originate.

3. A club program well planned in advance. In Michigan the club vice-president usually heads a program planning committee which, with the help of the leader, plans a program for the year. In addition, this committee meets at the close of each meeting and works out the details of the next meeting. It has been found highly effective for the clubs to have printed programs for the year which include dates listed in the county program.
4. A variety of activities. The club meeting is the core of the work, but it will be much more interesting if there are a number of things to do, such as demonstrations, exhibits, parties, dances, hikes, community service activities, inter-club softball games, inter-club visitation, etc. One conclusion reached in a midwestern study of 149 clubs was, "Strong clubs are active in the community and participation in outside events." <sup>4</sup>
5. Good-sized clubs. There is a limit to the play, discussion and service activities in which a club of five or six members can take part. The larger size of community clubs is one of their more important advantages. The average size of Michigan 4-H Clubs is about twelve members at present as



compared to nine members per club five years ago. The trend is in the right direction, but the average size is still short of the fifteen to twenty members which a Western States Study found to make a "strong club."<sup>5</sup>

6. A year-round program. Activity of the club should not be allowed to stop during part of the year and members should not be allowed to forget they belong to an ongoing organization. One of the advantages of Community 4-H Clubs is that they generally keep functioning year-round, as was discussed in Chapter X. Project clubs, which are only organized for a project season, are encouraged to have a picnic or possibly a few parties in the off season.
7. Members make some money. One of the selling points 4-H has is its productive project work which can provide money earning opportunities for all members. Also, prize money offers an incentive if properly used. To be effective, prize money should not all go to the top winners, but should be spread around as much as possible.
8. Club develops community spirit. Club members should be reminded that they live in a community

and should be encouraged to honor and improve it. Community service projects are basic in club work. When the 4-H Club honors the community and the individuals within it, the community will support the 4-H Club.

9. Parents are interested. The club makes every effort to inform the parents of its work and to give them part whenever possible.
10. Projects are strong. Project work is the key to 4-H Club work, and every effort should be made to encourage members to complete and exhibit at least one better-than-average project. Members should have a choice of projects so that they are not forced to carry a project which they do not feel will benefit them.

Just what methods for an agent to use in getting the 4-H Clubs in his county to strive toward the desirable club features mentioned above will vary according to the county organization and the agent's orientation. Several ways which have been used are as follows:

1. Leader training. This is the key, and should be done in visits with leaders, leader training meetings, and 4-H Leader Organization meetings.

2. 4-H officer training. Many counties have 4-H officer training meetings twice a year, and have found them extremely valuable since an opportunity is presented to take some good ideas to the "grass roots".
3. 4-H News Letters. Some excellent news letters are sent out monthly from various extension offices about the state, which include not only activity news but suggestions for club improvement.
4. County 4-H Club Improvement Contest. In several counties an organization outside of extension sponsors a club improvement contest among the various 4-H clubs. In the counties where this program has been carried on the agents report a marked improvement in the quality of club work. The following is a copy of this contest as it is conducted in Ionia County, Michigan.

#### 4-H CLUB IMPROVEMENT CONTEST<sup>6</sup>

Sponsored by Ionia Chamber of Commerce for 4-H Clubs  
in Ionia County.

#### Awards to Winning Club:

Club - Banner

Members and Leaders - Individual pin or button

Members and Leaders - Guests of Chamber of Commerce  
at a Luncheon or Supper

## Score

1. (10) Attendance at local meetings  
Record in Secretary's Book of Club.
2. (15) Club Activities:  
A scrapbook kept of the Club Activities and a general review of the year's work along with a completed Secretary's book will be required. The scrapbook could contain a copy of the year's program, a review of the club members and their projects, activities in which the club acted as a whole or part such as tours, parties, picnics, photos of club members, news items and programs for community improvement.
3. (5) Planned program for year (and successful completion).
4. (15) Type of meetings:
  - (4) Business meeting
  - (9) Work or educational part of meeting—demonstrations, subject discussion, project work and judging.
  - (2) Social meetings, variety of games, songs, stunts, plays.
5. (20) Achievement:
  - (8) Excellence of exhibits and care (cleanliness).
  - (12) Results of exhibits
    - Percentage of members placing A-B. Demonstration teams competing and winning.
    - Number of members placing on County Honor Roll.
    - Number of members attending State 4-H events.
    - Number of members attending National 4-H events.
6. (15) Work completion:
  - Percentage of members completing year of those who started.
  - Percentage of projects which were started.
  - Number of completed projects per member.

7. (5) Size of club:  
.2 per member up to 25 members.
8. (10) Final reports:  
Completeness, correctness, and neatness.
9. (5) Leadership - Presence at Leader's meetings  
and county events.

4-H Club work is thirty-seven years old in Michigan, and in that time much has been learned of the ways in which Extension might best help the boys and girls of today become successful men and women of tomorrow. That no particular way is pointed to as "the best and only way", indicates each agent has the responsibility of developing the best way under the particular conditions in which he is working. Under any conditions however, one thing does seem certain - if 4-H Club work is going to be a valuable experience to the members, the individual 4-H Clubs must be strong. The various county programs and activities should be designed to strengthen the individual clubs because it is through the group activities of local clubs that members grow individually and socially while working and playing together.

## Footnotes

1. Erwin H. Shinn, A Study of 4-H Local Leadership in Oklahoma, U.S. Dept. of Agr., Extension Service Mimeographed Leaflet, Washington, 1942.
2. How to Get Parent Cooperation in 4-H Club Work, U.S. Dept. of Agr., Extension Service Circular No. 450, Washington, 1947.
3. A Study of a Group of 2,453 Former 4-H Club Members in Eleven States, U.S. Dept. of Agr., Extension Service Circular No. 342, Washington, 1940.
4. Tentative Conclusions From a Study of Local 4-H Club Programs in Iowa, Nebraska, North Dakota, and South Dakota, U.S. Dept. of Agr., Extension Service Leaflet No. 1012, Washington, 1941.
5. Laurel K. Sabroski, Going Up, A Report of a Western Region 4-H Study, U.S. Dept. of Agr., Extension Service Leaflet No. 325 and No. 327, Washington, 1950.
6. 4-H Club Improvement Contest Scorecard, Ionia County Extension Service, Ionia, Michigan.

## CHAPTER XII

### URBAN 4-H AND OLDER YOUTH

Extension is receiving increasing numbers of requests for service from people living in urban areas, and several Michigan counties now have programs designed for these areas. One urban 4-H Club agent is now employed in Wayne County and it is hoped that increased appropriations will permit the employment of such workers in other counties having large cities.

Another area having a recognized need for increased Extension services are the older youth of the counties. Of this group the 1951 U.S.D.A. Family Farm Policy Review says,

"The age group least adequately assisted by Extension is the young men and women above 4-H Club age and not yet fully established as farmers and home-makers and not participating fully in adult Extension work. Both psychological and economic factors contribute to making this group difficult to reach in a voluntary, informal education endeavor. Yet, when they can be effectively reached, very significant contributions can be made to their welfare."<sup>1</sup>

Extension workers recognize their obligations to the urban areas and older youth, but the existing programs in many counties already provide more work than can be efficiently handled. Many Michigan counties have older youth Extension organizations at present, and many also have

some degree of urban 4-H work. Since work in these areas is increasing in importance, there is an increase in interest concerning ways of organizing and conducting such work. This chapter is devoted to the task of summarizing the experiences of those who have been working with urban 4-H Clubs and older youth groups.

### Urban 4-H Club Work

One of the limiting factors to the establishment of 4-H Club work in urban areas has been the lack of experience in this type of organization. Most agents have felt that many of the projects which have appeal in the rural areas would not be satisfactory in urban areas, and that methods of organization would be quite different in each case. Experience of agents in Detroit and Grand Rapids, and as reported in a New York study<sup>2</sup> indicates there are few differences. With the exception of livestock projects, the urban members carry about the same type of programs as rural members, and the organizational methods are quite similar. Organization of 4-H clubs in urban areas is a major problem, since in most cases the first urban clubs have only recently been started and urban residents are not generally well informed about the program. The following recommended organizational methods have proven effective in urban areas, and the methods also hold



some valuable suggestions for "modernizing" the methods used in rural areas:

1. The most successful urban clubs are started on a community basis, outside of school, as a result of community meetings. The most successful clubs start on their own after learning what extension has to offer them.
2. The most satisfactory leaders are selected by the club members themselves, with possible assistance of parents and agents. Other methods of selecting leaders in order of decreasing desirability are, (1) volunteer leaders who want to serve young people, older club members, (2) those found by agents, and (3) those coming from the membership of P.T.A., adult service club or provided through schools. One reason why many urban 4-H leaders prove unsatisfactory is because of their lack of understanding and experience, which are both difficulties a good leader training program could correct.
3. The best single means of securing urban enrollment is through the use of a printed, illustrated folder on 4-H Club Work distributed through the schools. This gets to parents and prospective members.

Present members should be asked to aid in distributing these folders and in obtaining new members.

Wayne County has such a printed phamplet entitled 4-H Clubs<sup>3</sup> which contains the following information:

1. What is 4-H Club work?
  2. Objectives.
  3. Who may join a 4-H club?
  4. Why 4-H Club work?
  5. How are 4-H Clubs organized?
  6. Work required to complete a 4-H project.
4. The school is the best place for the agent to meet urban young people, and illustrated talks are the best means of informing them about club work. A few agents are of the opinion that the churches are the place to start urban organizational work since many churches are deeply concerned about providing their boys and girls with wholesome activities.
  5. The newspaper is still the most popular medium for distributing general information about club work to the public, although not as effective for reaching the young people as more direct approaches. Newspaper publicity does more than any other source

to gain public support for club work.

6. Agents find it very helpful to avail themselves of every opportunity to talk to young people and adults in schools and communities about club work.

A prerequisite for membership and public support is an informed public. Parents in particular must be familiar with 4-H work if their children are to have successful club experiences.

7. Every agent has found it valuable to cultivate good relations with school administrators and teachers, since the school is a powerful factor in building urban enrollment.

It has been found through experience that the various activities in the county and state programs such as camps, achievements, fairs, judging contests, picnics, skating parties, club week, etc., are participated in and enjoyed just as much by urban 4-H members as the rural members. In almost every respect the urban and rural clubs function in the same manner. The only important differences seem to be in the increased public relations, information, and promotion requirements in urban areas.

### Older Youth

Melvin<sup>4</sup> has said that the three major problems of older youth are:

1. Economic security
2. Education
3. Recreation.

History is replete of national tragedies which were at least partially the result of ambitious men providing the wrong kind of solution to these problems. Germany's youth attacked the Jews and built the Siegfried Line, Italy's youth were sent to Ethiopia, and Japan's were sent to China and Pearl Harbor.

Conditions in America today are in sharp contrast to those in the early 30's, when the cities no longer could provide employment for the 350,000 youth who were leaving the rural areas each year, resulting in millions of youth being "dammed up" on the farms. The unparalleled national prosperity enjoyed today has provided youth with job opportunities, but there are many indications that the problems of social adjustment of youth are not solved. Extension has an opportunity not only to assist older youth in the above mentioned three major areas, but also in helping youth become fully established and well adjusted farmers,

home makers, and city workers.

In 1950 Michigan Extension agents in 43 counties worked with 59 Older Youth Groups having 3152 members. Most of these groups were 4-H Service Clubs, conducted entirely as Extension groups, while a few were groups in which several different organizations or agencies in the county cooperated. Throughout the nation, Extension reached and helped nearly 340,000 older youth during 1950, which was an increase of 80 per cent over the previous year. Figure 7 showing the number of different older youth assisted by extension provides an indication as to the increasing importance the work with this group is assuming.

The requirements for membership vary widely from county to county. Most 4-H Service Clubs have a minimum age limit of 16, and new members are chosen by the club from a list of outstanding 4-H Club members. A few of the older youth groups are open to all youth over 16 years of age who have a rural background, regardless of 4-H Club experience.

Branch County is recognized as having one of the most outstanding Older Youth groups in Michigan, and many counties have become interested in their program. The stated objectives of this group are "To mentally, physically, and spiritually develop the youth of Branch County along the lines of leadership, cooperativeness and far-sightedness that they may capably take over the adult duties when such

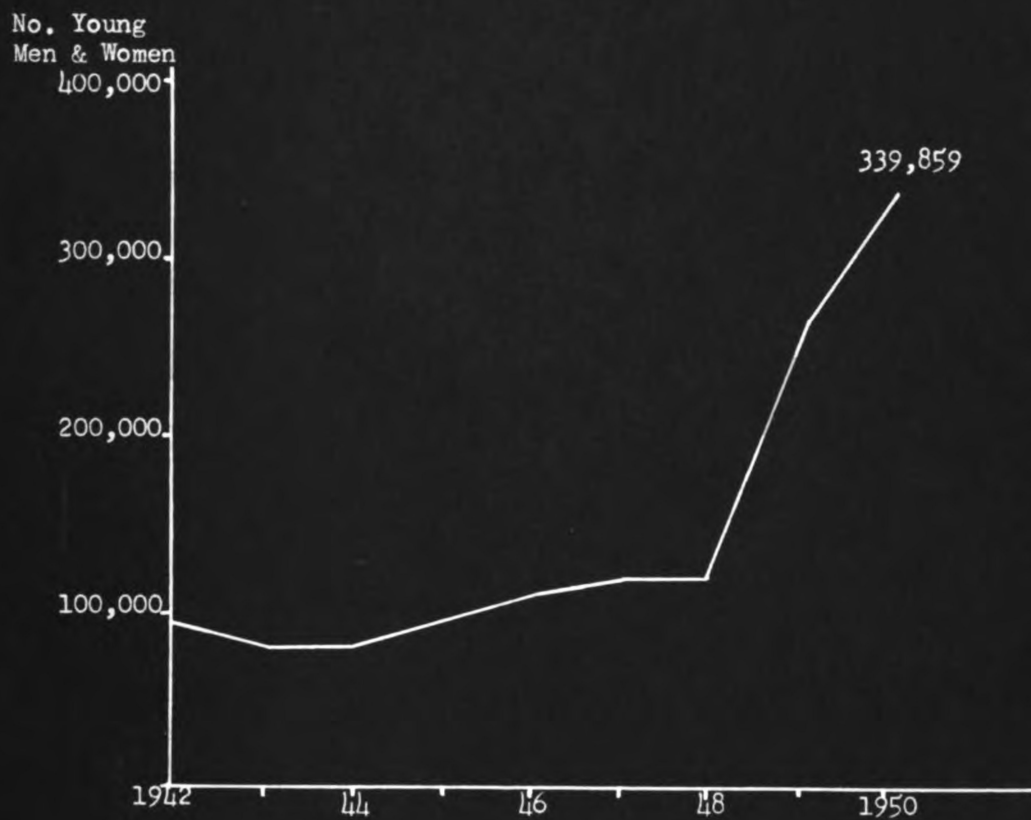


FIGURE 7

THE NUMBER OF DIFFERENT YOUNG MEN  
AND WOMEN ASSISTED BY EXTENSION

a time comes, and to give opportunities for social, educational and recreational activities for young people between the adolescent and adult age groups."5

Since the Branch County program has been so successful, the information sheet published by the group will now be quoted in full:

#### Branch County Rural Youth

The Branch County Rural Youth Bureau was organized in 1933. The thought at that time was to provide an organization to fulfill the interest of older 4-H members thinking that they were interested in things other than project material. Many of our 4-H Clubs have members ranging between the age from 10 to 20. It is therefore, difficult to provide programs which will be interesting to a group of young people with such a wide age range.

The Rural Youth Bureau, as now exists has a membership of about 125. About the only requirement is that the young man or lady be at least 17 years of age, live in the rural area or at least have rural background.

New members are added to the list through friends already in the organization and those who reach the age of 17 on our 4-H list receive invitations to become members.

We have no constitution or by-laws and we have never felt that we needed any. We have the usual set of officers. However, everyone is on at least one or more program committees.

The annual meeting is held each year in December. At that time officers are elected and the program for the coming year is discussed. A program committee is also elected by the members. This committee, together with the officers, meet early in January and put into workable shape the suggestions which the members have made. This program is made up for the entire year and those on the membership list are assigned to the various committees.

The organization has no regular dues. A small collection is taken at each meeting, depending on the amount of expenses involved. There are two money making events put on each year. One is the Barn Dance, which nets about \$100.00 and the other is an Eating Stand at the fair, which nets about \$150.00.

The members of the County Extension Staff act as advisors to the group. Each meeting is planned in advance with every detail given consideration. The committee members doing the planning and carrying out the details. A variety is worked into each program.

The organization is fortunate in being able to secure some help for discussion materials from the Michigan State College. Local people also appear on the program.

The annual program, of course, does not give a distinct picture of the details of a single meeting. Meetings are held approximately twice each month at any one of two or three Grange halls centrally located in the county.

The 1950 program was as follows:

- January - Snow Party  
Installation of Officers
- February - Winter week-end outing  
Youth Institute
- March - Girls contest  
Carnival
- April - Boys contest  
Payoff
- May - Bowling  
Barn Dance
- June - Church and picnic  
June frolic
- July - Congratulate graduates  
Hayride



August - Outing on Lake Michigan  
Lawn Party

September- 4-H Fair

October - Roller Skating  
October Jamboree

November - Saddle Hawkins  
Parent's Night

December - Christmas Party  
New Year's Eve Party

The extra-activities are also worth mentioning, there is a chorus, a softball team and a group interested in drama.

We also have a group made up of married Rural Youth who meet about once each month and the meetings are almost entirely educational.

Establishing an older youth group in a county is not always easy, and some of the groups which are now established are quite weak. The American Youth Commission gained some valuable experience in establishing such groups in 1942, when they organized groups in several counties of five different states, including Michigan.<sup>6</sup> Some of the conclusions reached as a result of this work are as follows: (As it is used here, the term "youth" refers to older youth, largely in the 16 to 25 age bracket.)

1. A rural youth program requires youth participation.

The youth do not want a program which is handed to them, but want to take an active part in its formulation.

2. Youth can and will do a job if given an opportunity.
3. The program should be for all youth and be integrated into the community. The youth group should be included in the community council and given its job to do in community projects.
4. Rural youth is an untapped resource.
5. Cooperation between various agencies and organizations is essential for an integrated program for youth.
6. Surveys increase cooperation. When interested organizations conduct a survey of all of the youth in the community, the interest of the youth is obtained, and cooperation is increased.
7. Formal organization grows out of local need. Only when the youth feel the need of an organization and see where the organization would help them, should an organization be established.

The needs of the older youth in the county present one of the greatest challenges and opportunities to Extension Agents. Establishing a program which successfully meets these needs is one of the most satisfying accomplishments ever experienced by an agent.

## Footnotes

1. Family Farm Policy Review, U.S. Dept. of Agr., 1951.
2. John L. Stookey, Organization Methods Used in Establishing 4-H Club Work in Urban Areas of New York State, Unpublished M.S. Thesis, Colorado A. and M., 1948, pp. 26-29.
3. 4-H Clubs, Wayne County Cooperative Extension Service, Wayne, Michigan.
4. Bruce L. Melvin, Youth-Millions Too Many?, Associated Press, New York, 1940, p. 8.
5. Branch County Rural Youth, Branch County Cooperative Extension Service, Coldwater, Michigan.
6. Edmund de S. Brunner, Working With Rural Youth, American Council of Education, Columbia Press, New York, 1944, pp. 62-66.

## CHAPTER XIII

### COUNTY EXTENSION ADMINISTRATION

Department Circular 107 of the United States Department of Agriculture is introduced with the following remarks:

"Truly worth-while extension work involves four steps, each one so conducted as to bring about the active participation of the rural men, women, boys, and girls the Cooperative Extension Service is designed to serve. These steps are:

1. A sound program arrived at after careful analysis of situations, needs, and possibilities.
2. An intelligent plan of action.
3. Systematic execution of the plan.
4. Definite provision for determining and recording the accomplishments.

Too frequently state and county extension workers have the attitude that if worth-while work has been done that work should speak for itself....Every good extension plan should provide for the measurement of accomplishments, and no piece of extension work is really completed until the accomplishment has been checked and adequately recorded in the extension office and in extension reports."<sup>1</sup>

No professional worker in any governmental agency has less of his time devoted to formal report making than does an extension agent. The only regular reports required of them by the state and national administrations are a monthly,

report, requiring about three or four hours of the workers time each month, and an annual report, requiring about a week in December. These reports are very important, however, for they are extension's report to the people, and the basis of appropriations for extension work which amounted to \$75,983,179 in 1951.

Just as important as the state and federal reports are the records kept within the county. New agents have been placed in difficult positions on many occasions because the previous agent did not leave good records. It is extremely difficult for a new agent to know such things as which 4-H club members are eligible for Club Week when the records neither show who has attended in the past nor the project activity or accomplishment of present members. On the other hand, a new agent is able to carry on the programs previously established with little difficulty when full records and accounts of programs are in the files.

Michigan Extension Director Ballard recently said,

"It is difficult for an agent to realize the importance of recording his present experiences, and as a result, next year will find many of them again working hard at the same things that they are working hard at right now. Agents are not hired because of their administrative ability primarily, and it is hard for many of them to see that a little administrative organization now would save them a lot of time later."<sup>2</sup>

A considerable portion of an agent's time is devoted to various administrative details. An analysis made of the

way in which Michigan extension agents spend their time disclosed the fact that between nine and twelve per cent of their time was spent on various administrative details during 1950, as is shown in Table VI.

TABLE VI

A COMPARISON OF HOW COUNTY AGRICULTURAL AGENTS, 4-H CLUB AGENTS, AND HOME DEMONSTRATION AGENTS ESTIMATE THEY SPENT THEIR WORKING TIME IN 1950

Estimated Time Spent in Performing Administrative Details	Home Agent	Club Agent	County Agent
Reading and sorting mail	2.16	2.07	2.23
Answering mail requesting advice, information, etc.	3.66	3.10	3.04
Writing reports, keeping records, etc.	4.09	3.94	2.26
Arranging supplies, filing, straightening up office, etc.	1.81	1.65	1.50
	<u>11.72</u>	<u>10.76</u>	<u>9.03</u>

When Seaman A. Knapp was organizing extension work in the south, the various agents were spending most of their time going from farm to farm; now, throughout the United States, the agents spend on the average 36 per cent of their time in the office. The average time spent in the office by home agents throughout the country is 30 per cent; by the 4-H Club agents, 41 per cent; and by the agricultural agents

37 per cent. Karl Knaus described the situation aptly when he said, "Extension Action is organized in the county office."<sup>3</sup>

A number of office activities demand the time of agents in addition to the administrative details previously listed. Figure 8 shows the number of office calls received by the various agents. In the case of County Agricultural Agents, about ten per cent of all working time is devoted to this particular office activity. Figure 9 indicates the number of phone calls made and received by each agent. This activity took over seven per cent of the County Agricultural Agent's time.

Any office which carries on activities of the size and scope of those carried on by the county extension office needs "system". In order to assist the counties in developing a system in the county office the state extension administration does the following:

1. Appoints one agent, usually the agricultural agent, to administer the county program.
2. Discusses county extension administration with agents at district and annual conferences.
3. Sets aside a day each year for training the office secretaries.

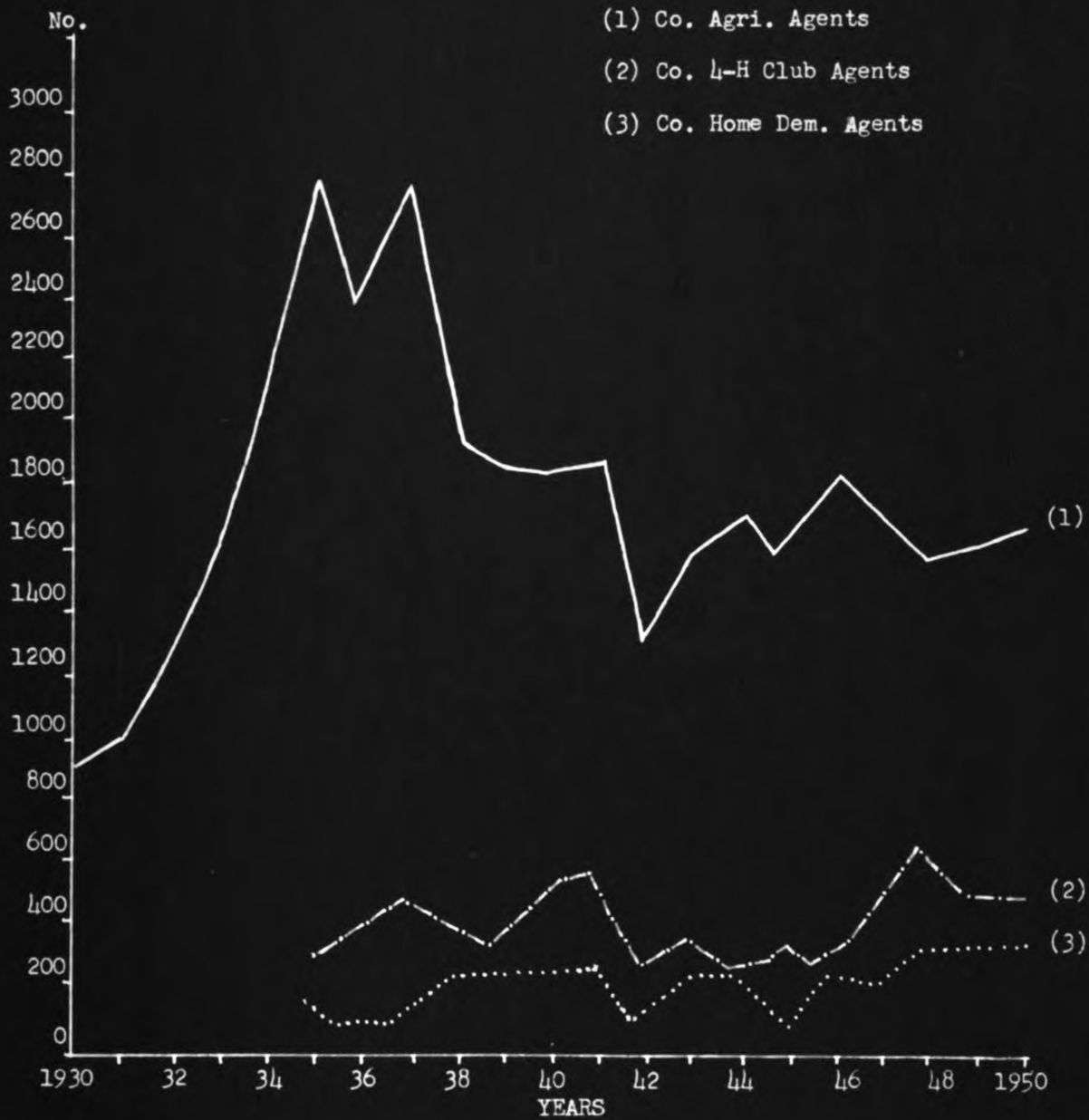


FIGURE 8

THE NUMBER OF OFFICE CALLS  
 PER MICHIGAN EXTENSION AGENT



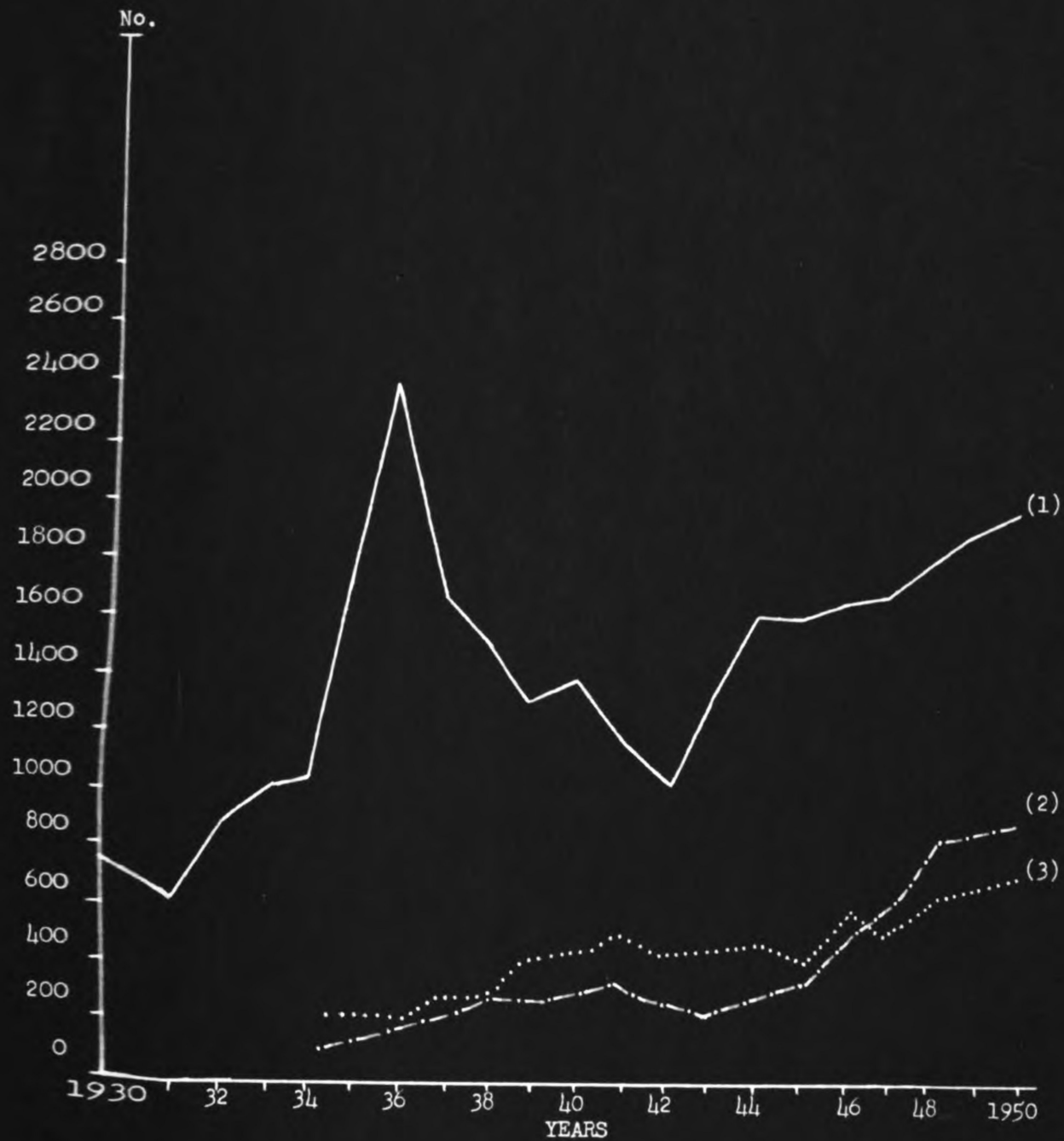


FIGURE 9

THE NUMBER OF TELEPHONE CALLS  
PER MICHIGAN EXTENSION AGENT

4. Offers counsel and service in administrative affairs through the District Extension Supervisors.
5. Makes available publications and other information dealing with administrative functions.

Each county is encouraged to develop an administrative plan which defines how office functions shall be carried out. To illustrate the nature of such a plan, the following statements are taken from the Oakland County Administrative Plan, previously referred to in Chapter VIII:<sup>4</sup>

## II. Administrative Policy:

- D. Agents who have meetings the previous night should take an extra hour in the morning and come to work fresh and ready to do a complete days work. Under no circumstances should an agent show up at the office who is out of sorts or who is, for any reason, ill ....
- F. Funds and Accounts.
 

County budget - The county budget will be entirely administered by the county agricultural agent .... 4-H Allocation Fund - The 4-H Club agent will become thoroughly familiar with what allocation funds are to be used for. No allocations should be spent without discussing their expenditure with the county agriculture agent .....

Home Demonstration funds - The home demonstration agent, through her executive committee, is personally responsible for all the handling of funds involving her work, which comes from outside sources. These funds should be placed in a separate account, properly named to designate that account.
- G. Reports - monthly and annual.  
(Responsibility is established.)  
Should be in secretaries hands not later than the tenth of each month.

#### H. Circular letters.

(Importance of good circular letters. Hints on making letters attractive.)

Copies of all circular letters should be given to the county agricultural agent. Observe your dates very carefully in sending out letters. First of all, give the secretaries time to do a good job. Get the dates for activities on your calendar early and dictate the circular letter to your secretary far enough in advance so they will have sufficient time to get them out.

#### IV. Office organization and office policy.

A. Duties of secretaries and assignments. (Under this heading one secretary is assigned the responsibility of serving as office manager and receptionist, and other duties are broken down among the various secretaries.)

#### B. Office policy.

1. Each agent has a regularly scheduled day in the office.
2. All desks are to be cleared at night.
3. All reports should be given to secretary a week in advance of due date.
4. Let the secretary know where you are going and when you will be back. Leave schedule.
5. Always call your clients back when requested to do so.
6. If secretary answers routine mail she should put the original letter and carbon copy of answer on agent's desk.
7. Mail should be answered within twenty-four hours.
8. Agents should dictate as much as possible in the morning, or not later than 3:00 p.m.
9. Agents will not give dictation other than news to secretaries on Saturdays unless in an emergency.

10. Vacation dates should be picked in advance.
11. The secretaries will open all mail except that marked personal.
12. REMEMBER - our office is the "front door" of MSC - Let's be proud of it!

The Oakland County administrative plan will not fit all county situations, but a similar plan will. The formulation of such a plan does not take long and it may be done, as it was in Oakland County, through the regularly scheduled office conferences. Such a plan will not only improve the efficiency of an office but will eliminate much confusion and misunderstanding, especially when changes occur in the professional or secretarial staff.

The success with which the administrative functions of a county extension office are carried out depends upon the degree in which each worker accepts his share of the responsibility. The individual responsibilities were well stated by a Kansas Home Demonstration Agent when she wrote of the things she could do to make the county extension office a more pleasant place in which to work.<sup>5</sup>

1. Be loyal to all my extension associates.
2. Look upon and talk about extension in its total aspects and avoid jealous advancement of the home economics program alone.
3. Assist in working out a clear understanding of the

individual and joint responsibilities of all the staff, so that everyone understands his relation to the total.

4. Be on time for all appointments with others on the county staff as well as with the people in the county.
5. Plan my work long enough ahead to level out the peak loads for secretaries as much as possible.
6. Make an effort to delegate more responsibilities to the office assistants and so avoid some of the peak loads on my own time.
7. Keep my part of the office neat and orderly. Store my supplies and equipment in space so designated.
8. Never jump to conclusions. Consciously try never to be prejudiced.
9. Be a friend as well as business associate of each of those with whom I work.
10. Always be well groomed and appropriately dressed.

#### Specific Administrative Details

Brief consideration is now given to a few specific administrative details and problems with which all agents are concerned and which have not been previously mentioned.

1. Phone book listing. Michigan's Assistant Extension Director, H. A. Berg, handed an agent a Lansing phone book

recently and asked him to find the county extension office number. The agent looked three places before he found the number. Undoubtedly many farmers and city folks give up before they find the extension numbers, which might be listed under Michigan, U. S. Government, or the particular county, and might be called Cooperative Extension Service, County Agent, Agricultural Agent or some other term. Mr. Berg feels that county extension workers should do two things:

1. Publicize extension work in a county as the "Co-operative Extension Service."

2. Use multiple listings since extension is a state and federal service as well as a county service.<sup>6</sup>

2. The important place of county extension office secretaries. It has been said that the difference between a commercial concern and a governmental agency is that in the commercial concern the receptionist makes you feel welcome. Many county extension receptionists disprove this statement, but a few do not. Mr. Berg recently said, "The importance and effect of the office girls is all too often underestimated. These girls often have more contact with the people than the agents do, and should receive further consideration. They are vital to the extension office."<sup>7</sup>

3. County extension office physical considerations. The geographic and physical considerations of the county ex-

tension office are important, and such a discussion of these considerations as is found in Agriculture Information Bulletin No. 28, entitled, "System in the County Extension Office"<sup>8</sup> should be read by all agents. Much improvement should be made in some offices; for instance, one county office was found last year to have only five to ten foot candles of light on the desks when forty foot candles are recommended by lighting experts.<sup>9</sup> This condition had persisted for fifteen years. Another problem which many county offices have not worked out satisfactorily is how to display bulletins.

The county extension office is often the first impression people get of extension, and it should be a good one.

4. Franking privilege. Each county extension office is saved several hundred dollars each year by having the use of the Federal Penalty Privilege (franking privilege) for most extension mail. It is the responsibility of each agent and office girl to be aware of all provisions of the privilege so that violations do not result in the cancellation of the privilege in any county.

The provisions of the privilege are set forth very clearly in the Extension Service Booklet, The Use of the Federal Penalty Privilege.<sup>10</sup>

5. Field Diary. Extension contacts, activities, and obligations are so complex that no agent is able to "carry everything in his head." Most agents either carry a loose leaf note book or an extension field diary with them at all times. Although it takes a little time to "write it down", this has been found to be much easier than explaining a forgotten meeting or a broken promise.

6. Daily office record. The county extension secretary keeps one sheet on which she lists the telephone calls, visits, meetings and other items with which each agent is concerned each day. These daily records not only serve as a valuable diary of activities, but furnish much valuable information for the monthly and annual reports prepared by each agent.

In order to make these daily office records valuable, the secretary needs to know where agents are at all times, when they will be back, and if they can be reached; in addition, she must have access to an up-to-date and complete calendar for each agent.

7. Monthly and annual reports. If an agent has done a good job of keeping his field diary and office calendar, and the secretary has done a good job of keeping the daily office record, the task of making the monthly report is comparatively easy. If good monthly reports are made the task of



making the annual report is in turn also easy. Many agents write their monthly narrative reports in such a fashion as to be able to clip sections out of them and include these sections in the annual report.

Reports should be accurate and concise and should emphasize the methods used and the results obtained for the essential pieces of work. The agent should be careful to record names, for example, of farmers conducting various demonstrations and should indicate the progress by comparative figures. The reports should also contain the response of the people to all phases of extension work. Human interest stories of accomplishments should be used.

Comprehensive reports help the extension worker analyze and build, on his failures as well as on his successes, the future extension program.

## Footnotes

1. Field and Office Records for Extension Workers, U.S. Dept. of Agr., Extension Service Department Circular No. 107, 1937, p. 2.
2. C. V. Ballard, oral communication.
3. Karl Knaus, System in the County Extension Office, U.S. Dept. of Agr., Agriculture Information Bulletin No.28, 1951.
4. The Oakland County Extension Administrative Plan, a written communication from County Agricultural Agent, E. W. Aldin, Flint, Michigan, 1950.
5. Knaus, op. cit., p. 14; A Kansas Home Demonstration Agent, "Ten Things I Can Do to Make the County Extension Office a Pleasanter Place in Which to Work," a class assignment at The University of Wisconsin Summer School, 1949.
6. H. A. Berg, oral communication.
7. Loc. cit.
8. Knaus, op. cit., pp. 23-26.
9. Nela Park, General Electric Co., Cleveland, Ohio.
10. The Use of the Federal Penalty Privilege, U.S. Dept. of Agr., Extension Service Booklet, Washington.

## CHAPTER XIV

### ADMINISTRATIVE DETAILS OF THE COUNTY 4-H CLUB PROGRAM

#### 4-H Club Records

The 4-H records kept in the county extension offices serve the following major purposes:

1. They make possible accurate reporting to the county, state, and federal authorities the size and accomplishment of the county 4-H Club program, necessary for appropriations and allocations.
2. They serve as a basis for club and membership awards, including trips and scholarships.
3. They enable the extension personnel and county leaders organization to analyze the existing situation and plan intelligently.

The system of keeping 4-H club records used in Michigan is quite simple but very effective if done accurately.

The following are the records which are used:

1. The 4-H Enrollment and Summary Sheet. (A copy of the enrollment and summary sheet is included in the appendix.) This is the starting point for each member's and leader's record. At the start of each project year the leader fills out the sheet giving full information on the mem-

bers and the club. A separate sheet is used for each project. These enrollment and summary sheets are sent in to the county office not later than December 1 for winter projects and June 1 for summer projects. When the county office receives the enrollment and summary sheets the secretary does the following:

- A. Types three copies of the sheets, one for permanent records, one for the state office at the end of the project season, and one which will be sent back to the club leader toward the end of the project season for his use in summarizing the member's activity.
- B. Sends the leader project bulletins for the members, leaders manuals for new leaders, and a secretary's record book.
- C. Enters the member's name and project he is carrying on a member's individual record card.
- D. Enters the leader's name and the project he is leading on a leader's individual record card.
- E. If a member has been previously enrolled and the information on the enrollment and summary sheet does not agree with his record card the secretary checks with the leader immediately to clear up the mistake.

2.

Member's record card. (A copy of the record card is included in Appendix II.) The importance of keeping these

cards accurately from year to year cannot be overstressed. As stated in connection with the enrollment and summary sheet, the member record cards are made up initially from the enrollment and summary sheets, and then each year at enrollment time additional entries are made on the cards. Many members who stay in club work become eligible for various awards, and these cards are about the only source of information on the member's record to serve as a basis for making awards.

When a member receives an award, or in any way distinguishes himself, this information is placed on his record card. At the end of each project year the information on whether or not the member completed his project is entered on his card, and if he happened to make the county honor roll in the project that is also entered at this time. The last very important entry which is made once a calendar year is the 4-H Club Pin Award which the member received.

3. The leader's record card. The leader's record card is not always given the attention which it merits, assuming that without leaders there would be no 4-H Club program. At the end of five years of leadership and each five years thereafter the leaders are eligible for a 4-H Clover Award. In some counties a one-year pin is also

given. There is a state Leader-of-the-Month program as well as various other leader recognition programs. Without a good card file on leaders the extension office can not hope to keep such matters straight.

4. Once again, The 4-H Enrollment and Summary Sheet. Previously the role of this sheet in 4-H Club enrollment was explained. Assume now that enrollments have been received, members' record cards have been made out, and it is about three weeks before fair or spring achievement time. The secretary will send a copy of the enrollment and summary sheet out to the leader and will ask him to do the following:
  - A. Fill in the summary items on the members, such as the acres or square feet of their project in case of crops or gardens.
  - B. Rate his members "A", "B" or "C" on the basis of cooperativeness, interest, attitude, improvement and effort. Sometimes this is done on a separate sheet, but several counties use a system which is growing in popularity of having the leaders put their rating on the member in the "Remarks" column on the enrollment and summary sheet. When this is done the "Remarks" column is divided into four columns as follows:

REMARKS			
Leaders Rating	Report Rating	Exhibit Rating	Final Rating
A	A	A	A
B	A	C	B

C. Send the members completed reports along with the completed enrollment and summary sheet back to the county office.

The club agent and the home agent will grade the reports of the members sent in by the leader, and mark the "report rating" in the proper place in the "Remarks" column as is shown above. This same sheet will be used by the judge at the fair or achievement, and his rating will go in the "exhibit rating" column. The advantage of this system is in selecting honor roll or making awards in connection with the fair or achievement, for in the rush of the event the three basis for rating will be all on one sheet along with the information on the member, thus making award selection fairly easy.

After the fair or achievement the secretary will copy the information from the enrollment and summary sheet onto the member's record cards, and use the sheet for making out the County Summary Sheet for 4-H Clubs which is required by the State 4-H Club Office.

### 4-H Club Reports

Aside from the monthly and annual reports which are required of all extension workers and which will be discussed later, there are very few regular reports required of 4-H Club Agents. Those which are required are as follows:

1. County Summary Sheet for 4-H Clubs. At the end of the summer project season which closes with the fair and fall achievement, and at the end of the winter project season which closes with spring achievement, the County Summary Sheet is sent in to the state 4-H Club Office. The data in this report is taken from the 4-H Enrollment and Summary Sheets, and copies of these sheets are sent along with the report.
2. Candidates for achievement awards. At three different times during the year - May 31, September 30 and December 31 - agents submit candidates to the state office for state and national awards. The times at which candidates are submitted for the various awards and the nature of the awards are listed in the 4-H Club Awards catalog published each year by the National Committee of 4-H Club Work located in Chicago, and also in a Michigan 4-H Achievement Awards folder published by the state 4-H Club office.



3. Leaders eligible for 4-H Clover Award. The county extension office submits the names of leaders eligible for 4-H Clover Awards by May 31 of each year, and the leaders who have ten, fifteen, twenty, or twenty-five years of service are honored at 4-H Club Week. The details of this program are listed in the annual Michigan 4-H Achievement Awards folder sent to each county office.
4. 4-H Project Reports. Not required of 4-H Club agents but an essential part of the club program are the 4-H Project Reports required of members for project completion. Club work has always been carried out with the assumption that record keeping and report making by members has basic training value. Various studies have shown, however, that "making reports" is near the top of the list of dislikes in connection with club work by members. While some value may still be obtained by members who are performing the task of making out their project reports because they are "required to", it is probable that the training value of these reports could be greatly increased by agents doing the following:
  - a. Discuss with leaders the value to the club members of report making to that they will take more interest in this phase of the program.

- b. Explain fully to the leaders the methods of keeping records and making out reports to avoid confusion and disgust.
- c. Take time to read and grade each individual report and make a comment to show the member that the agent considers the report important. This is a lot of work, but it has been found to pay.
- d. Take opportunities to tell members the ways in which the reports will help them and are used, and encourage them to keep a scrap book of 4-H activities in which their reports, ribbons, pins and news stories are placed.

#### Other 4-H Administrative Duties

The Michigan State 4-H Club Office at one time published a yearly calendar of routine assignments entitled, 4-H Club Program Outline for County Extension Offices. This calendar outline was addressed to the office secretary, and listed by month a total of 112 administrative details requiring attention during the year. Many secretaries who are well trained and interested in their jobs are able to relieve the agent of nearly two-thirds of the routine details of the 4-H Program, a few of which are outlined below:

1. 4-H Club Achievement Certificates. At the close of

each project season all 4-H Club members are given 4-H Achievement Certificates for each project completed. Projects are considered completed when (1) the leaders have given members a rating, (2) the member has turned in a satisfactory report and (3) the member has exhibited his project. These certificates are made up from the enrollment and summary sheets weeks ahead of the spring achievement or fair at which the member will exhibit his project. This is done in order to avoid the last minute rush of those events. The achievement certificates of members who do not complete their projects are removed before the certificates are given to the leaders. Achievement Certificate gold seals are available from the state club office and are used by many counties and clubs in one of the following ways:

- a. They are given to the leader to use as he sees fit.
- b. They are placed on the achievement certificates of members to whom the leader gave an "A" rating.
- c. They are placed on the certificates of the County Honor Roll members, which generally include the top ten per cent in each project.

None of these methods of awarding gold seals may be called the "best", but certainly one method should be agreed upon by the leaders and adopted by the entire county.

2. 4-H Club Pin Awards. Every 4-H Club member who completes one or more projects in a year is given a 4-H Club Pin. These pins are given either at the end of the summer or winter project season, and are usually attached to the 4-H Achievement Certificate which is given the member. The point which should be understood concerning these pins is that each member can receive only one pin each calendar year, regardless of the number of projects he completes or how advanced his projects are. The pins which are awarded by many counties each year are as follow:

Year	Pin	Year	Pin
1	celluloid	6	silver medal
2	bronze	7	gold medal
3	silver	8	project medal
4	gold	9	project medal
5	bronze medal	10	project medal

It is important that a member's record card should show which pin he received each year to avoid confusion and duplication.

3. 4-H Allocation Account. Michigan is one of the few states in which money is appropriated by the state government for the operation of 4-H Club activities in the various counties. This appropriation, which averaged \$542 per county in 1950, is used for certain specific purposes and is called the 4-H Club Allocation Account. The

purposes to which the funds may be devoted are well defined in a mimeographed circular published by the State 4-H Club Office, and it is essential that agents become thoroughly familiar with this publication in order to avoid misuse of public funds. One major expenditure of the funds each year is for the previously mentioned 4-H Club pins, amounting to several hundred dollars in many counties.

The formula which determines the amount of allocation funds a county will receive each year is based upon the type and number of 4-H projects carried by the club members in the county. The values assigned the various projects are:

Beef, Swine, Dairy .....	\$1.50
Sugar beets, Sheep, Colt, and Junior Leadership.....	1.00
Corn, Beans, Potatoes, Forest Fire, Deer Yard, Pheasant, Market Garden, Forestry.....	.80
Home Gardens .....	.55
Landscape, Electrical, Food Preparation, Canning, Clothing, Asst. Homemaker, Home Furnishing, Handicraft, Farm Machinery.....	.50
Wildflower, Soil Conservation, Bees, Wildlife, Farm Accounts .....	.40
Hot Lunch, War Activities, and all others ....	.25

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and compliance with regulatory requirements.

2. The second part of the document outlines the various methods and tools used to collect, store, and analyze data. It highlights the significance of data integrity and security, ensuring that information is protected from unauthorized access and loss.

3. The third part of the document focuses on the application of data analysis techniques to identify trends, patterns, and anomalies. It discusses the use of statistical models and machine learning algorithms to extract meaningful insights from large datasets.

4. The fourth part of the document addresses the challenges and risks associated with data management and analysis. It discusses the importance of data governance, privacy, and ethical considerations in the use of data.

5. The fifth part of the document provides a summary of the key findings and recommendations. It emphasizes the need for continuous improvement and innovation in data management practices to stay ahead of the competition.

6. The sixth part of the document discusses the future of data management and analysis, highlighting emerging technologies and trends that will shape the industry.

7. The seventh part of the document provides a conclusion and final thoughts on the importance of data in driving business success.

8. The eighth part of the document includes a list of references and sources used in the document.

9. The ninth part of the document includes a list of appendices and supplementary materials.

10. The tenth part of the document includes a list of contact information and other relevant details.

The administration of allocation account funds is one of the most important and most exacting duties of the 4-H Club Agent. An indication of the need for a clearer understanding of this responsibility was the recent announcement by State 4-H Club Leader, A. G. Kettunen, that several counties had unpaid bills with the National 4-H Club Committee of about \$1000. The tendency of many agents is to spend the funds available for each activity as it comes along, which results in a lack of funds for important programs toward the last of each year. This problem has been satisfactorily solved in a number of counties by budgeting the funds at the beginning of each year with the help of the finance committee of the 4-H leaders organization or council. When this is done, no program which requires funds and which is not included in the budget can be undertaken unless the finance committee makes funds available from another source.

The funds which are allocated to each county are not sent out to the county at the beginning of the year, but as each expenditure is made the county must file a claim for reimbursement. In this way payments are allowed only for authorized expenditures, and unused portions of the funds are retained by the state. A problem involved in this procedure is that in many cases it is necessary to pay bills incurred immediately, and the money is not

reimbursed from allocation funds until the claim is processed, which takes about a month. To get around this problem many counties build up a fund of several hundred dollars from other sources from which bills can be paid immediately, and which is reimbursed by the allocation funds. Some counties borrow money from the bank for this purpose. Careful bookkeeping is necessary in dealing with these public funds since the books are open for audit at all times.



## CHAPTER XV

### ESSENTIALS OF EXTENSION TEACHING AND EFFECTIVENESS OF THE VARIOUS METHODS USED

Kelsey and Hearne open their book, Cooperative Extension Work, with the statement, "Extension work is an out-of-school system of education in which adults and young people learn by doing."<sup>1</sup> Education is the work of the extension service, but in order for the extension service to effectively educate adults and young people the workers must do an effective job of teaching.

Teaching outside of schools is not easy in the present day of the automobiles, television, movies, modern salesmanship, and intense social activity. It is true that there are more teaching devices available for extension workers because of our recent technological advances, but the demands for the time and attention of rural people have caused them to become very selective in their choice of mental as well as physical activities. Extension workers must recognize the competition for the time of rural people, and must use methods of teaching which will do the job under existing circumstances.

An additional problem which extension workers should take into consideration is the reaction of many people to

being "educated". Florence Widutis expressed this situation when she stated: "The average American adult, finished with school, resents being 'educated'. Young people, when lessons are over, want to enjoy themselves."<sup>2</sup> Recognizing this situation, the extension worker can keep to a minimum the use of the word "education" and concentrate on providing people with "interesting and useful information and activities."

This section deals with some of the essentials of extension teaching. It is felt that an understanding of the following principles of teaching and learning will assist extension workers in selling their product in a very competitive market.

### Creating Interest

The first thing to be done in extension teaching is to create an interest in the people so they will be ready to learn. To create an interest in people it is usually effective to arouse a native interest or basic want and build from that starting point. A farmer does not fertilize his soil because he is interested in fertilizer, but because he is interested in having more corn to feed his hogs which in turn may be sold to purchase a radio or something else. His interest is aroused when his wants are appealed to, although previously he may have been given a score of logical reasons

why he should fertilize. The psychological rather than the logical order prevails in successful extension teaching.

This same problem of creating interest was previously discussed in Chapter VI, dealing with the promotion of extension organization in communities. In that case it was suggested that in order to promote the establishment of an extension organization in a community the interest of the people should be aroused by appealing to their basic wants. The basic wants listed at that time were (1) physical, (2) safety, (3) self esteem and (4) self development. In extension teaching and in extension organization the initial consideration is the same - people must be interested before they will be ready to act.

Extension workers face numerous situations in which people are interested and ready to act on a particular program but are unable to do so because of a limiting factor. For example, farmer Jones wanted to send his boy to college and wanted to beautify the lawn about the house. These were things which the extension worker considered to be advisable, but Mr. Jones was not able to do them because he lacked the necessary money. If it can be shown to Mr. Jones that he is keeping two cows that are losing him money, the two cows will probably be culled out and sold. Thus it is that the extension worker may be able to teach the farmer better dairy management because Mr. Jones is interested in his son

and his home.

If an extension worker is able to interest the people in a particular program he has gotten over the first high hurdle in extension teaching. However, it is not enough to interest people only, but the worker must be able to help people learn of those things about which their interest has been aroused. Although learning may be regarded as a very common process, it may be helpful at this time to review some of the principles of learning in order to help develop methods of successful extension teaching.

#### Laws of Learning

Thorndike recognizes three principle laws of learning: the laws of (1) readiness, (2) exercise, and (3) effect.<sup>3</sup>

1. The Law of Readiness may be stated as follows: When a person is ready to act, to act gives satisfaction and not to act gives annoyance. When a person is not ready to act, to be forced to act gives annoyance.

The last part of this law, i.e., "when a person is not ready to act, to be forced to act gives annoyance," indicates why proper interest should be aroused before people are compelled to act. People must be in readiness to act as a result of proper motivation if the act is going to be satisfying.

This first law may be illustrated by taking the case

of farmer Smith and soil conservation. If the county agent noticed that Mr. Smith was plowing up and down hills, and leaving no grass waterways with the result that erosion was severe, he would be right in trying to get Mr. Smith to change his practices. If the agent told Mr. Smith he was causing severe erosion by his practices and then spread the idea around the community that Mr. Smith was not a good farmer because of his soil conservation program, Mr. Smith might feel forced to change his farming practices. However, this would probably be the last time the agent would ever succeed in getting Mr. Smith to adopt improved practices. Instead of forcing Mr. Smith to act the agent would probably have accomplished more by interesting Mr. Smith in soil conservation. A visit with Mr. Smith might have revealed that his crop yields were lower than the average in the area, and that more lime and fertilizer and better quality seed were needed. In due course Mr. Smith might see where his profits could be increased through a sound cropping program, and it is probable he would take much more interest in ideas for conserving and improving his soil. Thus, if the agent had succeeded in getting Mr. Smith in readiness before getting him to act, the act would have given Mr. Smith satisfaction and he would be inclined to adopt succeeding

practices suggested by the agent.

2. The Law of Exercise is divided into the Law of Use and the Law of Disuse.

The Law of Use states: the more often a certain situation results in a certain response, the greater are the chances that the same relationship will continue in the future.

The Law of Disuse states: the less often a certain situation results in a certain response, the less are chances that the same relationship will continue in the future.

The first time a 4-H Club agent tries to get the leaders of a community club to adopt the practice of having the members plan their own programs and make out a calendar for the year, he might have a difficult time in getting the ideas across. If he succeeds the first time however, it probably will be easier for him to get the leaders to participate in the leaders organization than it would have been if this was his first contact with the leaders. Each time an agent succeeds in getting the leaders to make a satisfactory response to such matters he is making the future situation-response relationship stronger. This law is very closely connected to Thorndike's third law which deals with the satisfaction derived in the relationship.

3. The Law of Effect: If satisfaction comes from making certain a response to a certain situation, the greater are the chances that the same relationship will continue in the future. If annoyance comes the chances are less that the same relationship will continue.

If as a result of the club agent's suggestion that the members plan their own programs, the members deciding to have a dance and only a dance at every meeting, and drew up their calendar accordingly, the leaders might be a little hesitant to start participating in the leaders organization when invited by the agent. On the other hand, if the club meetings improved and more members took an active part, the results would have been satisfying to the leaders and they would probably have started going to leaders meetings.

Thorndike's three laws of learning - Readiness, Exercise, and Effect - are very closely interrelated and should not be considered as being independent of each other in the learning process. It is important that extension workers be aware of the learning processes because they are offered an opportunity to teach only those who attend from choice and must use methods that will bring results. When the interest of people has been aroused they are ready to

act, but to act must give satisfaction if advancement is to be made. Should failure result from the act, no further step will be taken. In making recommendations after the interest is aroused, the agent must be exceedingly careful. For example, if the fly spray formula which the county agent recommends takes the hair off the cow, thus giving the flies an advantage, the farmer undoubtedly will refuse to accept any further information from the agent. However, if the spray causes the cow to stand perfectly quiet without switching her tail while being milked the farmer feels this county agent is qualified to give information concerning other things such as rotation of crops. He has acted with satisfaction and confidence has been established. The path from the situation to the response has been satisfactorily traveled, and response will be less difficult to obtain in the future.

One more example is necessary. How often a dairyman has been induced to feed a balanced summer ration and has gotten good results, but when the next summer comes he reverts to his former feeding practice. His interest had been aroused and he acted with satisfaction, yet he failed to continue the practice. Would he have done differently had he been asked to relate his experiences at a winter farmers' meeting? Would it have made any difference if his



results had been published in the weekly newspaper? Would a call or a letter from the county agent recalling his good results have accomplished anything? These things would have increased the degree of satisfaction which the farmer obtained from securing good results, and would have served to induce him to continue the practice the following year. If a farmer follows an improved feeding practice for two summers the situation-response relationship tends to become more firmly fixed and the chances are much greater that he will continue the practice in following summers.

Repetition in various ways is one of the principle tools of the teacher. That which is learned must be remembered to make progress. Any way in which a practice can be recalled or repeated tends to fix the practice more firmly in the memory of the person carrying out the practice, thus establishing it as a habit.

#### Where Rural People Seek and Get Information

One of the first steps in educating people who are in readiness to learn is supplying them with information on those things in which they are interested. This raises the question, where do rural people seek and get information? There have been over thirty different extension studies made in various parts of the country that have attempted to determine where farm people get information. Each of these

studies vary in detail but agree in general on relative importance of the many sources of information used by rural people. The data obtained in one such study made in Michigan by Hoffer is given below:

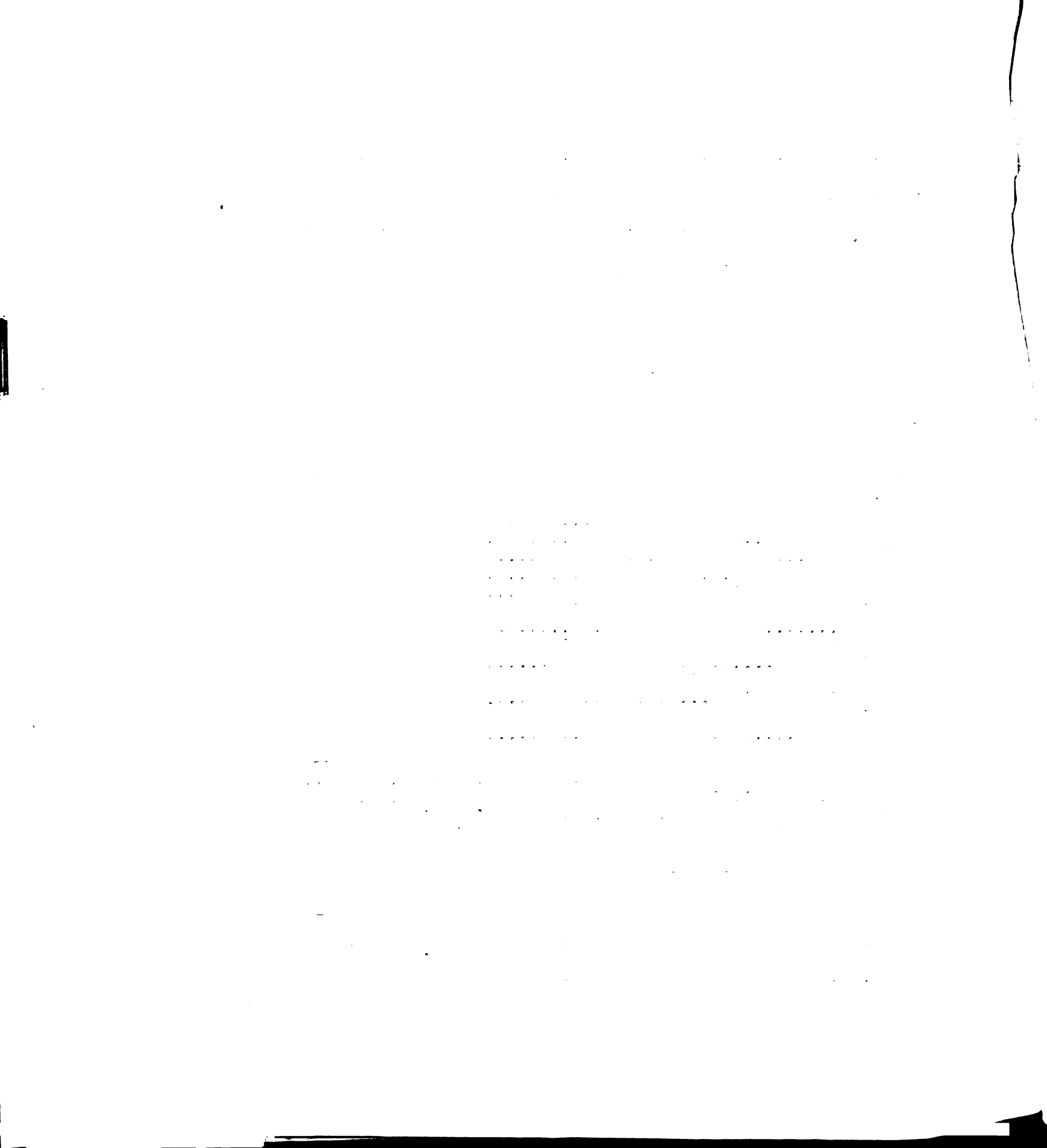
TABLE VII

SOURCES OF USEFUL INFORMATION ABOUT FARMING REPORTED BY  
112 FARMERS \*

Source	Number of farmers	Percent of total
Radio broadcasts (mostly weather forecasts and market reports).....	98	87
Farm Journals .....	94	83
Neighbors .....	92	82
Local Newspapers .....	88	78
Bulletins from Michigan State College...	69	61
Calling at office of county agricultural agent .....	59	52
Conversing with teacher of vocational agriculture .....	32	28
Attending demonstrations sponsored by extension service .....	330	26
Calling county agricultural agent on telephone .....	13	10

\* Prepared by: C. R. Hoffer, Social Organization in Relation to Extension Service, Special Bulletin No. 338, Michigan State College, East Lansing, Michigan, 1946.

The sources given in the preceding table are those named by the farmers who were interviewed and do not necessarily represent original or primary sources. For instance, the Michigan State College Extension News Service may supply



much of the information which farmers get from newspapers or radio. Furthermore, no attempt is made in the table to include all of the sources through which a farmer may get information.

It may be seen from the preceding table that extension is only one of the sources through which rural people get information, but that rural people seek information from a great many sources. The more often extension supplies rural people with reliable information when they are actively seeking to learn, not about things they ought to know, but about some specific things in which they are interested, then the more natural it will become for the people to turn to extension for assistance and information. The job of the extension worker is to anticipate the questions that constantly arise in the minds of rural people and to literally surround them with sound, logical information that they may decide on a wise course to follow. As long as the people of a county keep looking to the county extension office as a source of valuable information the public support of the extension service will continue.

#### Relative Effectiveness of Various Sources of Information

The relative effectiveness of the various sources of information is a much belabored point, not only by extension workers but by all organizations that contact the people.

Studies have indicated that no one method of informing the public is to be recommended in itself, but that people are influenced to make changes in behavior in proportion to the number of different teaching methods with which they come in contact. It has been shown that as the number of exposures to extension information increases from 1 to 9, the number of farm families changing behavior increases from 35 to 95 per cent.<sup>4</sup> In other words, the more times and the more ways that people are exposed to extension information, the more likely they will be influenced.

Figure 10 indicates the relative effectiveness of the different types of teaching methods.<sup>5</sup> It may be seen from this information that a variety of teaching efforts will result in increased response.

Percentage  
of Families  
Adopting Practices

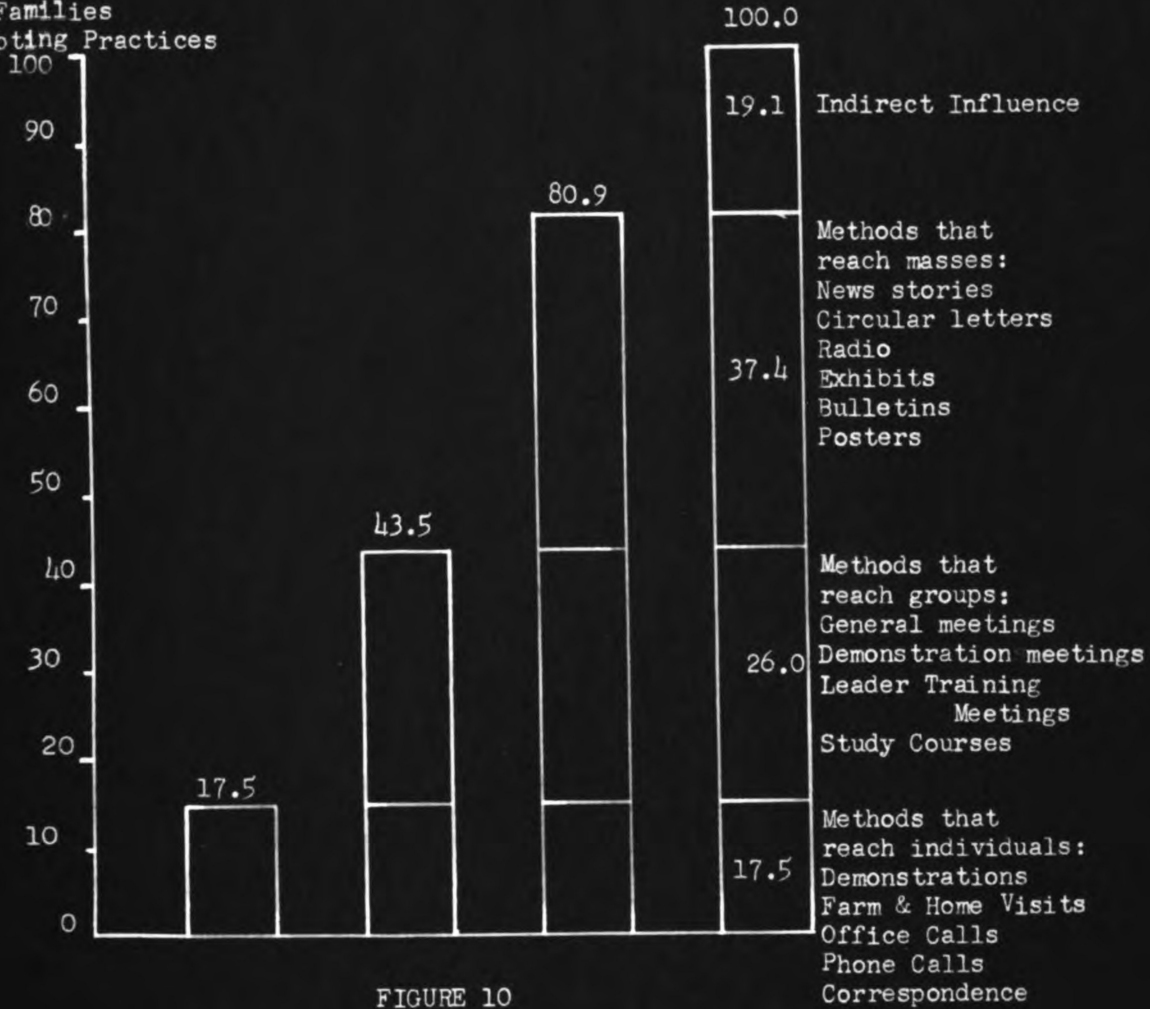
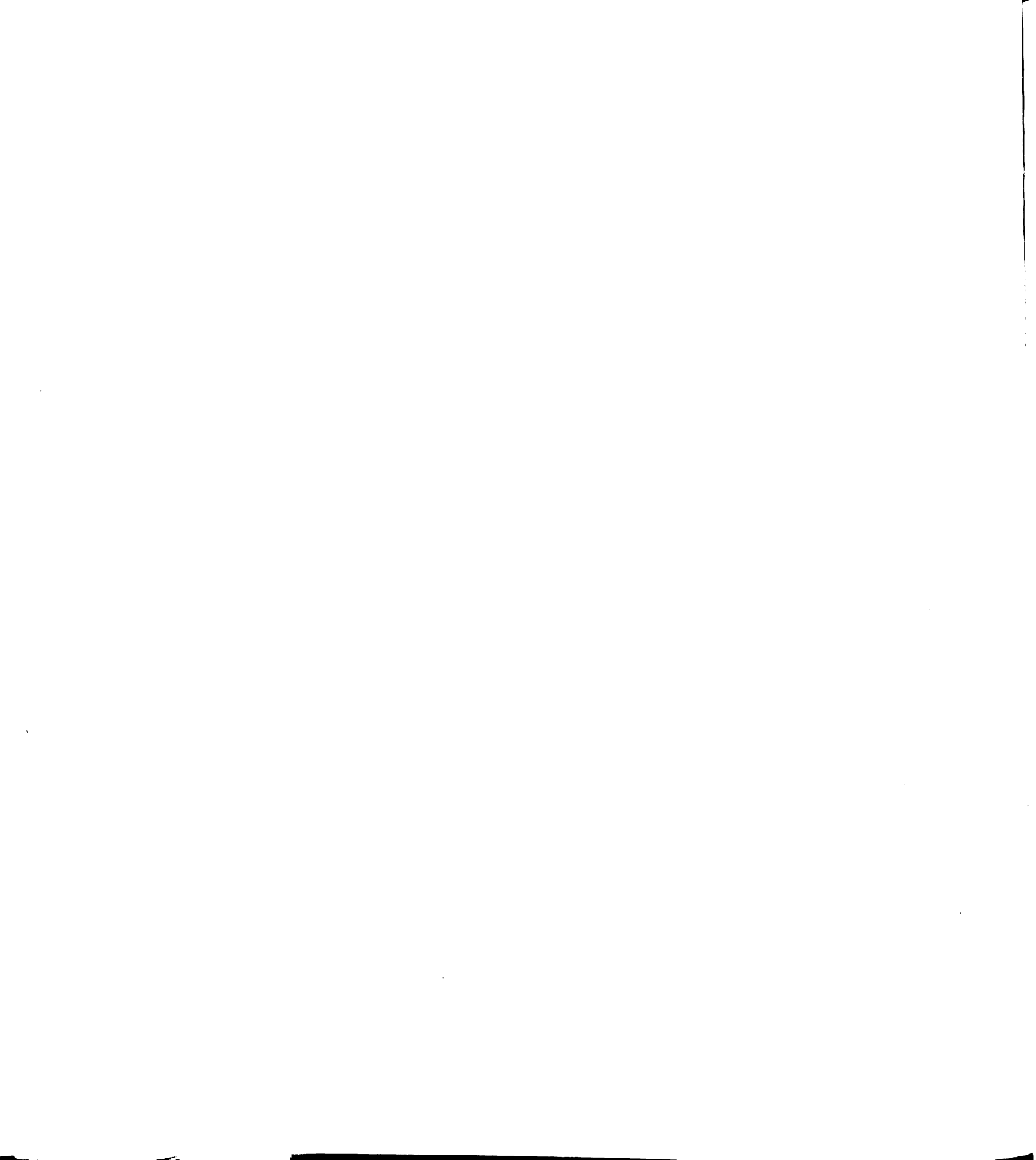


FIGURE 10

RELATIVE EFFECTIVENESS OF DIFFERENT TYPES OF  
EXTENSION TEACHING METHODS

(L. D. Kelsey and C. C. Hearne, Cooperative  
Extension Work, Comstock Publishing Co.,  
New York, 1949, p. 234.)



## Footnotes

1. Lincoln D. Kelsey and C. C. Hearne, Cooperative Extension Work, Comstock Publishing Co., Ithaca, New York, 1949, p. 1.
2. Florence B. Widutis, Here's How Its Done, Postwar Information Exchange, New York, 1945, p. 8.
3. Edward L. Thorndike, Educational Psychology, Vol. II, Columbia University, New York, 1913, pp. 1-5.
4. Kelsey and Hearne, op. cit., p. 232.
5. Ibid., p. 234.



## CHAPTER XVI

### THE PRESS

The Smith-Lever Act, which established the Cooperative Extension Service, sets up as the underlying purpose: "The diffusion of useful and practical information relating to agriculture and home economics..."<sup>1</sup>

Earl Richardson, Michigan Extension Editor and a source of much of the material presented in this section, views the role of extension agents in fulfilling the purpose of the Smith-Lever Act in the following manner:

"No extension worker has the right, to say nothing of a reason, for making the commonly heard remark: 'I'm too busy with my job; I don't have time to give to news and radio work.'

Information is his job ...just as much as holding meetings, attending conferences or answering questions of office callers. Extension workers who neglect this phase of the job are only making their work harder. For more people can be reached with less time, money, and effort through a good information program than any other way.

The best means extension has of combating critics who say that extension reaches only the top twenty per cent is through the use of mass media, especially newspapers and radio."<sup>2</sup>

The farm editor of a Michigan newspaper recently made a remark to the members of a county extension staff that gave them a new realization of the value of the newspaper

facilities at their disposal when he said, "We would appreciate it if you would use discretion in listing the names of commercial concerns in your news stories because this is worth \$50 to \$100 to them in free advertising, and of course, you know paid advertising is our bread and butter."<sup>3</sup> Certainly free advertising is not the primary reason most commercial concerns are willing to offer financial support to extension programs, but these concerns must be aware of the fact that news of extension's programs is widely read by a great many people.

If increased use of a particular method of doing extension work is any indication of its effectiveness, news articles have proven effective. In 1950, county extension workers in the United States had over 918,000 news articles published, for an average of about two articles per agent per week.<sup>4</sup> Although the number of different published articles per agent has not increased greatly in the last twenty years, extension news stories are reaching more homes today than ever before. Two factors not revealed by available statistics are:

1. Agents report any particular article carried by newspapers as only one article published, regardless of how many different papers carry the story. This, combined with the fact that articles now have a somewhat wider coverage than they did twenty years

ago means that more people have an opportunity to read each article.

2. The Michigan State College Department of Information Services is now providing more articles for papers, which probably cuts down on the number required of agents.

Michigan county agricultural agents estimate they spend 2.59 per cent of their time, almost seventy hours each year, writing newspaper articles. It is very interesting to note that, based on past performances, Michigan agents who are considered most successful have had many more news articles published than agents who are considered less successful.<sup>5</sup> This difference is readily seen in Figure 11, which shows the number of news articles which were published each month by most successful and less successful agents.

Newspapers are of growing importance as extension education media. The fact that most agents who take advanced training place the need for journalism training near the head of their "desired course" list indicates the important place newspapers have in county extension work.

This section makes no attempt to deal with the techniques of news writing, but is confined to a discussion of a few specific phases of newswriting and newspaper relations which are of special concern to extension workers.

No. of  
Stories

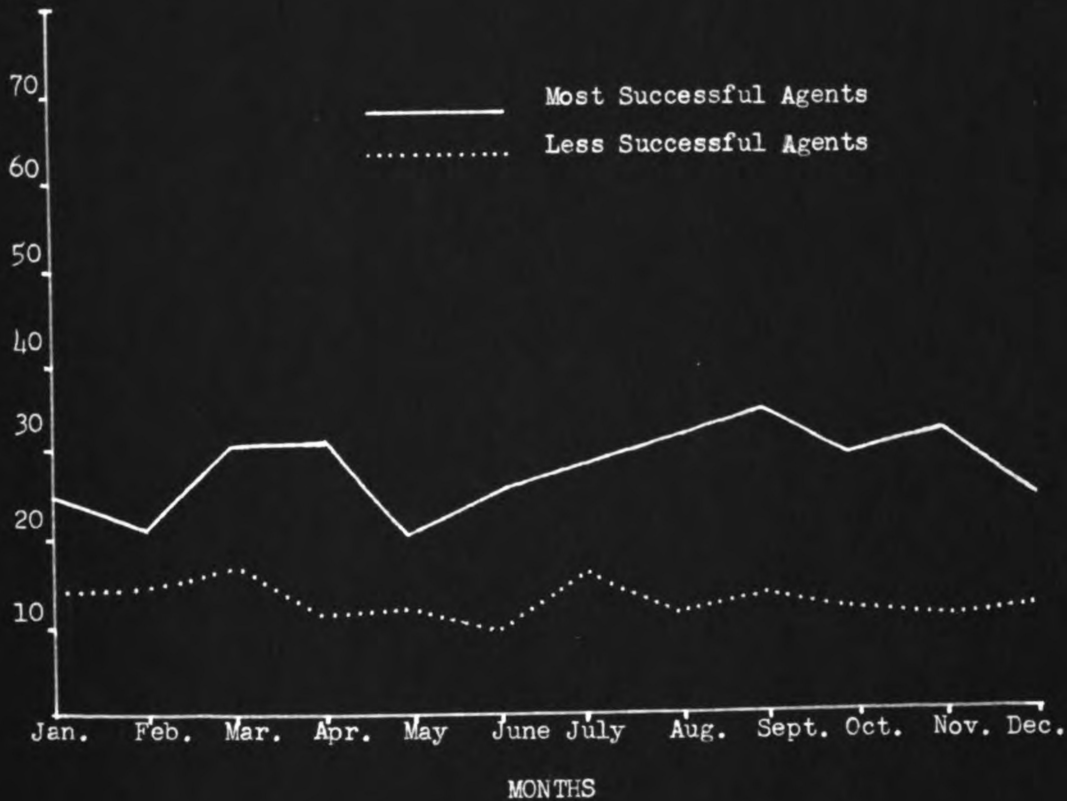


Figure 11

NUMBER OF NEWS STORIES  
PUBLISHED BY SUCCESSFUL  
AND LESS SUCCESSFUL COUNTY  
AGRICULTURAL AGENTS IN 1950

(John T. Stone, An Analysis of the  
County Extension Agents Job,  
unpublished Ph.D. Thesis,  
Harvard University, 1951)

Maintaining Good Working Relations With The  
Newspapers Within A County

In most counties there is competition between daily and weekly papers for news, and the weekly papers do not want to print any material which has previously been printed by the daily.

At the 1950 Michigan County Agents Summer School this problem was discussed in detail, and the following suggestions were made:

"There needs to be a release date on all news articles. This should be arranged so that the majority of papers will receive the material ahead of printing and with a release date that will permit all papers an equal opportunity. In some cases daily papers may have to be served separately. It helps a great deal if reporters from a daily paper can secure their own stories from agents or by attending events. It was emphasized in the committee reports that all agents should become well acquainted with the editors in the county and talk over with them the problem of releasing news."6

This problem of competition between daily and weekly papers could be largely solved if agents wrote separate articles for both. Those articles sent out to a weekly paper are of much more value to the paper if they are localized to the area covered by the paper by including details involving people in the circulation area. These "solutions", however, bring with them a new problem which looms very large to many agents, ie., where will time be found to write separate articles, especially articles localized to par-

ticular communities within the county? Many people argue that the agents should take time in the light of the value which derived from such a program. However, it is probable that somewhere between writing individual articles for each paper and one article for them all lies an optimum condition that each county staff should determine for itself.

In one Michigan county, relations between the extension office and the large daily newspaper had been poor for at least ten years, with the result that very little space was given to extension work, and the new agent immediately set out to improve the relationship with the press. He made friends with the editor of the farm page and went more than half way in trying to cooperate with the paper. As a result the farm page began to carry excellent advance publicity stories for extension events held in the county, and the farm editor began to personally cover all of the larger events.

Good press relations probably can be maintained by agents if they observe the following five points:

1. Planning. Extension agents have calendars prepared far in advance, and these calendars should include a plan for proper publicity and news coverage. Planning includes timing and method of presentation.

2. Regularity. Most extension articles are of such a nature that they can be sent to the papers by a certain day or time, and it is essential that agents meet the deadline.
3. Alertness. Extension work is full of happenings such as success and human interest stories which every paper wants, and papers greatly appreciate tips which lead to getting these stories into print.
4. Confidence. This is a "two way street", but agents should at first go along with the editor until he gains confidence in the agents.
5. Loyalty. There are occasions when agents run across news but it is not convenient to notify the paper (such a situation frequently occurs when agents are at state events such as the State 4-H Club Show). In these situations it would pay many times over for the agents to spend the necessary money to call the paper.

#### Special 4-H Club Considerations

1. Orientating newspapermen. Many newspapermen know a lot about farming but very little about 4-H Club work except that in club work there are a lot of contests and these make good stories. Agents have a real educational job to

do in order to show these newspapermen some of the more basic aspects of club work. Several counties are doing this effectively at least twice a year by having newspapermen train 4-H Club Reporters at 4-H officer training meetings. One county has either the farm editor of the daily or the editor of a weekly paper work with the club reporters at each officer training meeting, and every paper in the county offers outstanding support of not only the county wide 4-H programs and events, but the local club events as well. Incidentally, the quality and quantity of news reporting has greatly increased in the county as a result of the training meetings. No newspaper man who has assisted with a good officer training meeting will leave the meeting without more regard for 4-H Club work.

2. Encouraging local 4-H club reporting. The Jackson Citizen Patriot, has done an outstanding job of encouraging 4-H club reporters to send in news of their club and members each week. If a club reporter has news which he wishes to have in the "4-H Club News" column of the Wednesday farm page, he gets the news into the county extension office by Monday noon. The extension office secretary types the reports (from ten to twenty each week) without any more editing than is absolutely necessary and gives them to the paper Monday afternoon. Each year at fall achievement the paper presents a small trophy to the club reporter and a larger



trophy to the club which has done the most consistent and highest quality reporting throughout the year. This program has proven very beneficial to both the paper and the various clubs, and is now spreading to other counties.

3. The 4-H club "event" news story. 4-H Club agents must frequently write news stories dealing with the many county 4-H events, such as tours, achievements, leader training meetings, camps, etc. Many agents seem to "get in a rut" when dealing with this kind of story and start their stories with leads of the following type:

1. The Brown County 4-H Leaders Organization held their fall leader training meeting at the Brown County Building on Tuesday night.
2. Over 1,000 people attended the Brown County 4-H Fall Achievement program at the Smithville High School Friday evening.

Something important or interesting happens at every 4-H event, and this important or interesting happening should lead off the story if it is to be read. Most every 4-H leader training meeting includes a talk of appreciation for the service rendered by leaders and it might be possible to include a point from this talk in the lead. For example, a leader training meeting article may start in the following manner:

Brown County 4-H Club leaders were honored at their spring training meeting last night by State 4-H Club Leader, Mr. John Doe. Speaking to the leaders Mr. Doe stated, "The value that boys and girls receive from 4-H Club work depends almost entirely upon the training given them by the local 4-H Club Leaders."

Beckman says,

"It cannot be emphasized too strongly that a well-written lead is always important. That contains a suggestion for the beginning student reporter and to anyone else who writes copy for newspaper publication. An editor is much more likely to use a story written by someone outside his staff if it has a lead that can be used without rewriting it. A lead written with force and originality may get a story front page position, or be put on the Associated Press wires, when the same story with a stodgy, common place lead might be buried somewhere inside a daily newspaper."

#### Meeting Publicity and Follow-Up Articles

Meeting publicity and follow-up articles comprise one of the most common types of stories written by county extension workers and about these articles Beckman makes the following remarks:

"If you are to write an advance story, do it in time for publication a week or ten days in advance if it is to appear in the daily newspaper, and at least a week in advance for a weekly. The copy for the weekly should be delivered to the editor two or three days before the day of publication. Make it really an advance story.

"One of the most common complaints of newspapers and other journals about those who promote meetings by giving or writing advance information is that they are zealously on the job before, and grossly negligent after the event.

"Editors are probably a little keener about getting stories about what really happened than about what was planned. The publicity person who follows through is thrice welcome when he next comes with an advance story.

"The suggestions made here are, or should be, of prime importance of anyone who wants to maintain good relations with newspapers or journals of any kind."<sup>8</sup>

### Column Writing

Newspaper columns used by agents are of two types:

1. The "News Column", which includes stories of meetings, events, demonstration results, etc.
2. The "Personal Column", which is written in an informal manner and expresses the agents personality.

The "News Column" is growing in popularity throughout all types of newspapers and journals, and is used successfully by a number of agents in Michigan.

The "Personal Column" requires techniques that everyone cannot master without considerable effort. Of this type Earl Richardson says, "Great, if you can write and if you use plenty of local names."<sup>9</sup> To these "ifs" mentioned by Mr. Richardson should possibly be added an "if" mentioned by Beckman, and that is, "if you are regarded as an authority in your field."<sup>10</sup> Agents are not always regarded as authorities in their field until they have been in the county long enough to demonstrate their proficiency and establish a clientele. Readers do not want advice from the young,

inexperienced, or unknown writer. For these reasons very few agents attempt to write a personal column for at least their first year on the job, and for the same reasons, many agents shy away from giving advice in newspapers and confine their information writing to facts.

### Tips on Preparing a News Story

The following tips on preparing news stories are offered by Earl Richardson to county extension workers:11

1. Bear down and write a good lead. The remainder of the story will follow easily behind a good lead. A good lead with a punch or pulling power is a story half-way finished.
2. Never start a sentence with a figure.
3. Always have your stories typewritten -- always double space them and leave ample margins and space at top for the headline.
4. Be careful about using abbreviations. Always identify alphabetical abbreviations the first time they are used. (Such as U.S.D.A.- United States Department of Agriculture.)
5. Assume that the public knows nothing about the story you are writing ...but remember they are not ignorant and do not need to be preached-to in order to get your story across.
6. Be sure names are spelled correctly, initials are right and avoid use of nicknames unless that is the commonly known name for the individual.
7. Flowery language belongs to the poets. Use clear, simple words that denote action.
8. Always identify responsibility of all statements and opinions.

9. Check your story after it is written for errors. It's often better to have someone else check it and make sure they understand the story.
10. Invite calls, questions and encourage new people to seek your advice. People are more timid than you think. They want to feel that they are welcome to use the facilities you have to offer.
11. Keep a carbon copy. Then check it back with the story the newspapers use. Compare them. Find out the changes made. This is the best self-improvement teaching device in writing news stories. The newspapers may not always be right.. but they're the judge. If they want it a certain way it is up to you to please them if it is to be published. The best story in the world is of no value to the extension program if the newspapers don't think it fit to print.

Michigan State College Agricultural and Home Economics  
Press and Radio Services

The Department of Information Services at Michigan State College has several services which are of great value to the county extension workers and to the entire extension information program. These include the following:

1. Weekly agricultural news service.  
This includes from four to six pages of agriculture and home economics news sent out to weekly papers, County Agricultural Agents and Home Demonstration Agents each week.
2. Special releases for County Agricultural Agents and Home Demonstration Agents, and occasionally 4-H Club agents. These are "fill-in" stories which are

to be localized by the agents and are not sent to papers. They are sent out each week.

3. Daily Newspaper Agricultural Service. This consists of three or more releases sent to the daily papers and County Agricultural Agents. The Farm Calendar is mailed monthly.
4. Other special types of releases. These include spot news stories for immediate release to daily papers only, Horticultural Report to County Agricultural Agents, Family Food Notes mailed to papers and Home Demonstration Agents, and Exclusive Releases to Wire Services.
5. Agricultural Radio Service. This consists of four or five pages of radio script sent to radio stations and County Agricultural Agents each week.
6. Homemaker's Radio Service. This consists of four or five pages of radio script sent to radio stations and Home Demonstration Agents each week.

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## CHAPTER XVII

### RADIO

Only thirty years have passed since the first agricultural broadcast was made to American farmers. This broadcast, now regarded as a significant event in the development of agriculture, was made by radio station KDKA in Pittsburgh, Pennsylvania on May 19, 1921. Many stations followed the Pittsburgh station in presenting broadcasts beamed directly at the rural areas within a few years after this innovation, with most of the programs being centered about market reports, weather, and news of importance to farmers.<sup>1</sup>

Extension agents in the United States were preparing less than 5,000 radio talks in 1930, and this increased to 40,000 in 1945. After the end of World War II the number of radio talks prepared by agents greatly increased, until 142,000 talks were prepared in 1950, for an average of sixteen per agent.<sup>2</sup>

In Michigan, 117 extension workers (including both county workers and state staff) have regularly scheduled broadcasts, and 155 broadcast occasionally. Slightly over 6,010 broadcasts were made by extension workers in Michigan during 1949 and the number has been increasing.<sup>3</sup> The



increased use of radio by Michigan agents is shown in Figure 12, which shows the broadcasts made per agent in Michigan over a thirty year period.<sup>4</sup>

A large number of studies have been made to determine the listening habits of rural people with one objective being to determine the size of the audience listening to various extension programs.

These studies varied greatly in results, with a telephone study in Indiana showing only one per cent of the farm families listening to the farm broadcast, and a Montana study showing eighty per cent of the farm families listening regularly. When the results of twelve studies reviewed by the writer were compiled, it was found that the average number of farm families shown to be listeners either regularly or occasionally was fifty per cent.

A strong extension radio program, broadcast at the right time of day, and not suffering from exceptionally strong competition will probably have a listening audience of over fifty per cent of the farm families within the listening area of the station, while a weaker program, broadcast at a poor time, and competing with strong programs, will probably have much less than fifty per cent of the farm families within the listening area of the station in the listening audience. However, if fifty per cent of the 2,000

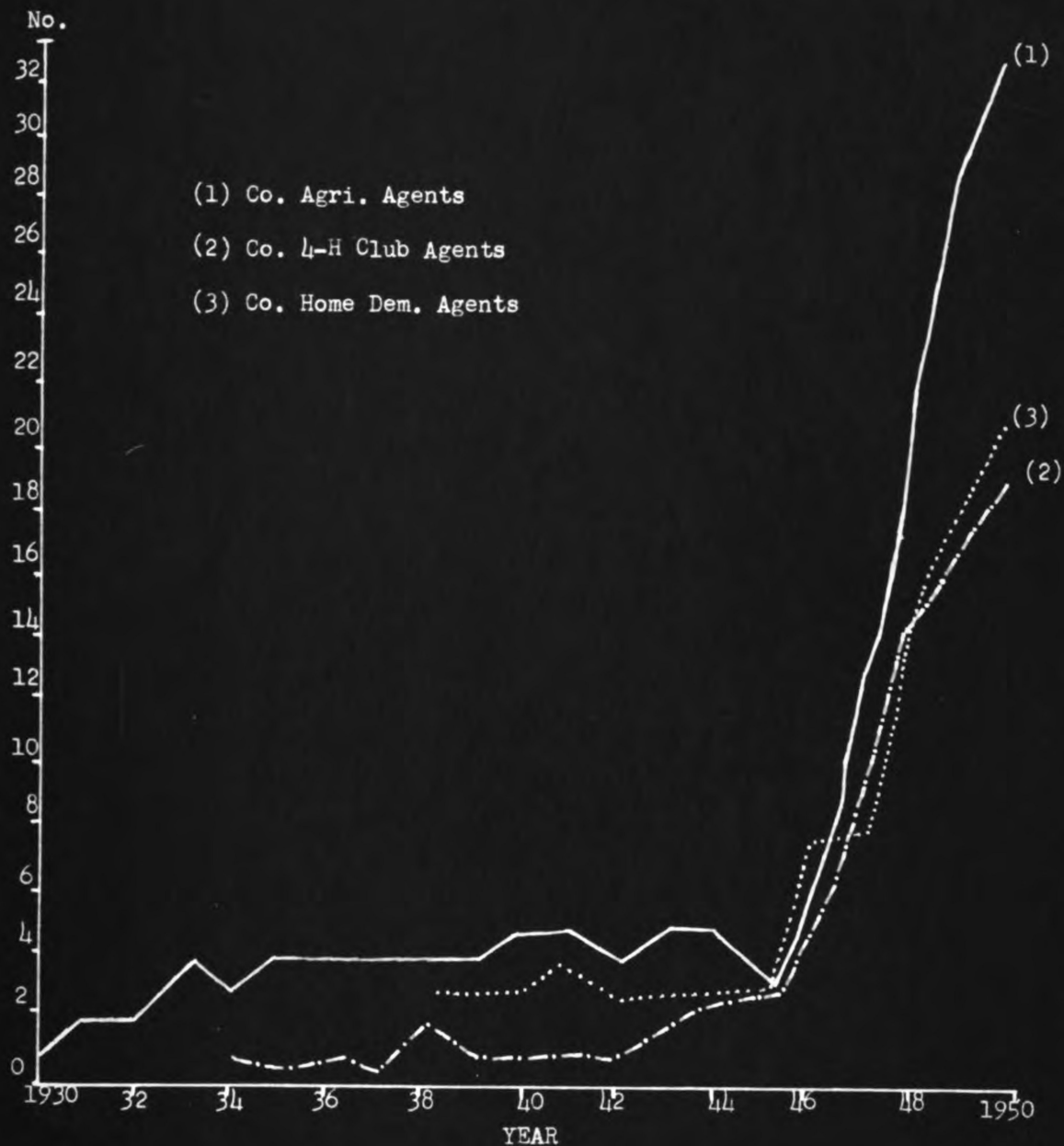


FIGURE 12

RADIO BROADCASTS MADE  
 PER MICHIGAN AGENT

farm families in an average Michigan county can be reached, radio should and does play an important part in the extension program. In addition, radio provides an opportunity of reaching the rural non-farm and urban residents of a county who are often not reached by other methods. Agents are becoming increasingly aware of the possibilities of using radio as mass media. In 1951 county agricultural agents estimated they spent of the average of 3.24 per cent of their time preparing for broadcasts and actually broadcasting, while the home agents estimated they spent 3.89 per cent, and 4-H agents estimated they spent 2.50 per cent of their time in this manner.<sup>5</sup>

Strong programs, time of broadcast, and competition from other programs have been mentioned as three of the factors which determine the size of the listening audience. These factors are now examined separately.

#### Time of Broadcast

Practically every radio study lists the best times for extension radio programs in the following order:

1. Twelve Noon to 1:30 p.m. This is the best time for farm broadcasts. Several studies indicated that women objected to this time for their home-makers broadcasts because they were too busy to listen.

2. Six a.m. to 7:30 a.m. This time is especially popular for men in the dairy region.
3. Early mid-morning and early mid-afternoon. These are the times best suited to home-maker information.
4. Evenings, Saturday and Sunday. These are the times shown in one study to be best suited to 4-H Club listening.

Another consideration of importance which may be dealt with along with time of broadcast is frequency and regularity of broadcast. If a farm program is to have a large following it should be on the air at a certain time, month in and month out, and a program at the same time every day will have more listeners than a program which is broadcast only once a week. Most agents are able to have a regular time for their programs, but very few are able to have a program each day because of the large amount of time required in preparation, travel and presentation, and also because the agents are out of the county at least fourteen days each year.

The problems involved in having the extension program on the air at the same time each day have been met by some counties in the following ways:

1. The agents have a regularly scheduled time on a program which is on the air every day as is the

case of the agents within the area of WKAR who appear on the Farm Service Hour once a week.

2. The county extension office has a direct wire to the station and agents are able to broadcast from the office each day. In one county the agents take turns in presenting the daily five minute extension program.
3. Use is made of tape recorders so that the agents do not have to be present for each broadcast.

#### Competition

There are a few farm radio programs which have done an excellent job over a long period of time and have built up a large following. In one area in Michigan practically every dairy barn radio is tuned to one particular early morning broadcast. In the area around East Lansing, the Farm Service Hour at noon over WKAR offers strong competition. Evening hours not only have the problem of competition from good entertainment programs, but stations are reluctant to make this time available for extension broadcasts since they can usually sell the time to commercial concerns or are carrying network programs.

Each county has a problem of its own in regard to competition, and the agents should inform themselves as to the listening habits of the people of the county before

committing themselves to a particular time. Although 12 Noon may be the best time for the farm broadcast in general, it may not be the best time when the competition is considered.

#### Strong Programs

If the extension program is strong enough the considerations of time of broadcast and competition are of much less importance. The average agent who devotes any time to radio work in the north central states spends seventy-seven hours a year preparing radio material, traveling to and from the station, and broadcasting.<sup>6</sup> Since it is probable that only a few people listen to some extension programs, it is possible that this time is not well spent in every case. Seventy seven hours is far too much time to "waste", but when the programs are heard by the people of the county this time can be the most profitable invested of all time spent in extension work. There is no question about the value of radio in extension work, and thus it seems agents should take the additional time necessary in order to present a strong program each time they go on the air.

A number of radio studies have resulted in suggestions which enable extension workers to make their programs strong. Some of these suggestions are given as answers to the following questions commonly asked concerning extension radio pro-

grams:

What Do People Want to Hear on Extension Radio Programs?

Weather and market reports seem to be items which farmers like to hear most in a farm program.<sup>7</sup> This "service information" is the main attraction of most noon time farm programs. Although of wide interest, this information is not adapted to most extension programs because it must be presented every day of the week whereas most extension programs are presented less often. However, knowing that farmers will be interested in this information, extension agents can try to have their programs precede or follow regularly scheduled weather and market reports.

People also like to hear news, and it is good if the extension program can precede or follow a regularly scheduled news-cast.

Studies have shown that homemakers are generally interested in some market news, especially of the poultry and egg markets, and home agents could often improve their programs by including this information.

4-H Club members want to hear more music, more subject matter, and more experiences of other club members.<sup>8</sup>

Most everyone enjoys some music in farm programs, with order of preference in type of music found in several studies to be: (1) old time familiar songs, (2) band music,

(3) popular music and (4) hymns.

Education is the main function of an extension radio program, and to get helpful information is the main reason farm families continue listening to extension programs.

Those subject matter fields which deal with the business of making a good living on the farm are generally found interesting. Those subjects which deal with some of the "broader values" in which extension is interested require an excellent presentation if they are going to hold the interest of the radio audience. A good radio-suggestion for raising dairy income is more interesting than an excellent radio-suggestion for improving citizenship. The limitations of radio must be recognized. The following comparison between several media used by extension workers will point out a few of these limitations:

1. Newspapers allow people to read that in which they are interested whereas radio must keep them interested in everything or risk losing them.
2. Meetings obligate people who have come to listen to what the speaker has to say, whereas the radio can be turned off.
3. Letters, especially personal letters, can be aimed at particular interests of particular people, whereas radio must be aimed at the general interests of a large number of people.



Table VIII shows the way in which Extension agents in the north central region estimate they devote their time to particular subject matter fields.<sup>9</sup> (This listing is not intended to imply that such a use of program time is desirable.)

TABLE VIII

PERCENTAGE OF TIME ON EXTENSION RADIO PROGRAMS DEVOTED TO THE VARIOUS KINDS OF SUBJECT MATTER BY REGULAR BROADCASTERS\*

Subject Matter	Percentage of Time
1. Livestock production .....	14
2. Crop production .....	12
3. Extension organization & planning .....	12
4. Foods, nutrition and health .....	10
5. Recreation & community life .....	9
6. Housing, farmstead improvement and equipment .....	7
7. Clothing and textiles .....	7
8. Conservation of natural resources .....	7
9. Home management .....	4
10. Farm management .....	4
11. General economic problems .....	4
12. Marketing and distribution .....	3
13. Family relations .....	3
14. Insects .....	3
15. Other .....	1

\*Lucinda Crile, The Use of Radio by Extension Workers in the North Central States, University of Missouri, Extension Service, 1952, p. 20.

It is doubtful if many people want a steady diet of announcements and detailed accounts of coming extension events, but this is the purpose to which most agents devote

a considerable portion of their broadcast time. The North Central Region Radio Survey pointed out the extent to which agents use radio to accomplish such purposes in the following statement:

"93 per cent of the agents used radio to stimulate participation in extension activities;  
90 per cent used radio to make announcements;  
83 per cent used radio to teach subject matter;  
82 per cent used radio to change attitudes;  
50 per cent used radio to teach definite skills."<sup>10</sup>

Certainly radio should be used to promote extension activities and make announcements, but listener interest in such items is quite limited, and an overdoes of such items will decrease future audiences. It is far more advisable to build an audience by giving people a program well supplied with helpful information which they want to hear and hold extension "commercials" to a minimum.

Finally, it should be stressed that radio, along with the press, provides an excellent method of mass media which can be used to reach the rural non-farm and urban people who are interested in gardens, fruit trees, homes and lawns among other things. Numerically the non-farm audience for extension programs is potentially much larger than the farm audience, and extension agents can greatly help these people by including in extension programs information which they want to hear.

### Who Do People Want to Hear on Extension Radio Programs?

Nearly every radio study which was concerned with determining who people want to hear on farm programs reached the conclusion that farm people like to hear other farm people tell of their successful experiences. This is fortunate for extension agents who have radio programs, because each day they come in contact with at least one person who has had an experience which would make a good story. If it is not possible to get the person and his story to the radio station for the broadcast, the use of tape recorders can easily solve the problem.

In addition to the fact that people enjoy hearing other people like themselves tell of their experiences, this procedure is one of the surest ways to build a radio audience. Many Michigan agents use the farmer-interview very successfully.

Farm people like to hear subject matter specialists from the college, and many agents make full use of tape recorders in getting interviews with these folks.

Although it may be assumed that people want to hear the extension workers, it must be recognized that there are marked degrees in this regard. The degree in which people want to hear extension workers involves considerations which have been discussed in previous chapters, such as the



"clientele" which the agent has built, the "prestige" and "authority" which the people have come to give to the position of extension agent, and the "influence" which has been established by the agent. New agents should follow the same procedure suggested for newspaper work which is go slow on giving advice until people learn that the advice can be relied upon. A good radio program offers a new agent an excellent means of proving his interest in the problems of the people and his ability to help in meeting these problems.

According to Schmitz,<sup>11</sup> farmers like to listen to a farm broadcaster who has the following characteristics (listed in order of importance):

1. A knowledge of farm matters and problems.
2. The ability to use common every day language.
3. A pleasing, easy to listen to voice.
4. Experience as a farmer.

#### What Are Some of the Techniques of Radio Script Writing?

It is generally agreed that an ad-libbing from a good outline is one of the best ways of putting across a radio message, but even if this method of presentation is used, the following suggestions on script writing have value:<sup>12</sup>

1. Keep it informal. Radio copy is informal for the simple reason that people speak more informally than they write. The use of "we", "I", "our" and "you" have a place in the radio script.
2. Keep it simple. Use easy words, short sentences, and crystal-clear thought construction. Remember the listener can not read it over or ask questions.
3. Keep it brief. Details and statistics are for print.
4. Keep it direct. It must get to the heart of the story without delay. This involves the lead of each item or story. Radio differs from newswriting in that the lead does not have to summarize the whole story in one long, jam-packed sentence. But the lead must create interest and it should be simple, interesting and short.
5. Inject human interest wherever possible.
6. Repetition of key words, phrases, and figures helps.
7. Accuracy is important because radio retractions do not work.
8. Good taste is necessary. Can the story be taken with meals?
9. Colloquialisms and contractions are suited to radio, but slang is not.

What Techniques of Farm Radio Program Presentation Are Most Effective?

Some studies have found that the "interview" programs are preferred by farm people, while others have shown that the "straight talk" programs are preferred. Agents from the north central states rated several techniques in the following descending order:<sup>13</sup>

1. Interview
2. Talk
3. Announcement
4. Discussion or forum
5. Variety, using music
6. Musical
7. Drama

Kansas State College's radio study threw some light on this problem of preferred techniques by listing some of the dislikes of listeners. These include:<sup>14</sup>

1. Technical papers
2. Sluggish speakers
3. Monotones
4. Repetition of well known ideas.
5. Musical interludes between talks.
6. Worn out records.
7. Dull, canned interviews.

Concerning techniques, it seems safe to conclude that the type of presentation is less important than the quality of the presentation.

#### How Can Agents Tell if Anyone is Listening to Their Programs?

One of the most effective ways for extension workers to tell if their program has a numerically satisfactory

audience is to offer special bulletins or services over the air and check the number of requests which follow. The agents have such a large number of direct personal contacts with the people of the county that they can get a good idea of who listens to the programs through conversations. Of course, the acid test and the one used to determine the famous "Hooper Ratings" is to select telephone numbers at random and call the numbers while the program is on the air to find out what program is being listened to.

Eighty-one per cent of Michigan agents who broadcast were found to have little or no idea how many people were actually listening to them.<sup>15</sup> This would be perfectly all right if a radio program was only an end in itself, but since a radio program is a means to an end, eighty-one per cent is probably much too high.



## Footnotes

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## CHAPTER XVIII

### PERSONAL AND CIRCULAR LETTERS

Michigan County Agricultural Agents spend about twenty days and 4-H Club Agents spend about twenty-five days each year writing personal and circular letters to the people of their counties.<sup>1</sup> Based on a ten hour day, this amounts to forty minutes each day for county agents and fifty-one minutes for club agents. Certainly any extension method which requires this amount of time deserves careful consideration on the basis of economizing time and material alone, but there are other more important reasons why good letter writing techniques should be mastered by agents:

1. An agent's letters are sometimes the only direct contact people have with extension, and opinions of the agent and extension may be based entirely upon these letters.
2. Letters are frequently the most effective tools at the agents command for getting recommended practices adopted and obtaining cooperation.
3. The average farmer spends less than thirty minutes each day reading, and competition for this time is

very keen. Extension letters must compete with an average of about five pieces of mail which rural box-holders receive each day.

Letters can be effective indeed, but the effect may be to move people a little further away from being cooperators instead of strengthening their regard for extension. It all depends on what agents say, how they say it, and what people think they mean in their letters.

### Personal Letters

On every extension work day, thousands of letters are poured into the mails - letters produced at costs varying from fifteen to fifty cents apiece. Each one has a job to do - to sell an idea, to promote an organization, to build good will by offering helpful service, or to answer a request. Each one represents an investment on the part of the extension service - an expenditure that is justified only if the letter performs its function successfully.

But how many extension letters are worth their cost? How would the quality and effectiveness of extension letters compare with business letters? If it can not be shown that extension letters do a better job of accomplishing their purpose than business letters, something needs to be done to improve them. This is based upon the statement by Butterfield that only one out of every five business letters

is a credit to the writer.<sup>2</sup> A survey at the University of Oklahoma of 5,000 business letters resulted in only nineteen per cent of the letters being rated satisfactory on the basis of mechanical makeup, correctness of English usage, and effectiveness of presentation.<sup>3</sup>

Every letter creates either a favorable or unfavorable impression of the agent and extension office which it represents. The following techniques listed in the U. S. Department of Agriculture Booklets, Writing Effective USDA Letters, are designed to help agents create more impressions of the "favorable" type.

1. Mental photograph of reader.

The agent should try to get a mental picture of the addressee so that the letter may be directed at his interests.

2. Opening sentence.

The first paragraph, or better, the first sentence, should tell the reader what the letter is about. Action which is favorable to the addressee provides an excellent opening.

Stilted and over-formal openings such as the following should be avoided:

"We are in receipt of your letter of March 11."

A more satisfactory acknowledgement opening might be:

"This is in reply to your letter of March 11."

Better yet:

"Here is a copy of the grass silage bulletin you requested."

3. Rehash of incoming letter.

It is generally a waste of everyone's time to paraphrase incoming letters at length.

4. Closing paragraph.

The closing paragraph is a strategic point in a letter because it leaves the final impression and indicates clearly what action the addressee is to take.

This paragraph should never be made trite and weak with such statements as:

"Assuring you that we shall appreciate your giving us this information at your earliest convenience, we are,".

The following direct statement would be more effective:

"We shall appreciate your giving us this information as soon as possible."

5. Paragraphing.

Keep paragraphs short.

Develop only one idea in a paragraph.



Sentences of a paragraph should follow in logical order. The logical connection may be made clear by:

- (a) Repeating important words of the preceding sentence,
- (b) Using pronouns (he, it, these, the latter),
- (c) Using link words and phrases (although, yet, never-the-less, for example).

#### 6. Emphasis.

Emphasis may be given an important thought in letter writing through use of those methods common to all writing, i.e.,

- (a) Short sentences or paragraphs,
- (b) Prominent position (either at the beginning or ending of paragraphs or letters),
- (c) Repeating in a number of forms, and
- (d) Giving more space.

#### 7. Obsolete phrases or "Hoop skirts".

Years ago it was customary to precede statements in letters with flowery but totally unnecessary phrases, such as:

"Your letter was duly received..." and

"I beg to hand you herewith..."

Such statements should be retired in favor of simple, direct statements.

8. Other overworked, stereotyped phrases.

Constant repetition has caused many phrases to become most uninteresting. Examples are:

"The contents of your letter have been carefully noted."

"We wish to advise that ..."

Simplicity and brevity will eliminate such phrases.

9. "Stuffed shirts."

The pompous individual is not well accepted in any circles, and certainly not by farmers. Such expressions as the following might give farmers the idea that extension has gone "high-hat":

"I have the matter under advisement..."

"The writer wishes to state..."

"You are directed..."

10. Technical terms, unusual and unnecessarily long words.

Extension workers are sometimes inclined to let their college education show a little too much when writing cooperators.

11. Dangerous words.

Expressions such as, "you state," and "you claim" are usually undesirable because they imply doubt.

"Suggest", "request", and "demand" each has its own meaning.



12. Vague and inexact expression.

Both clearness and correctness of letters are reduced by the use of words which do not exactly express the thought. Such words as the following have a large number of meanings and are frequently overworked:

"Handle", "matter", "note", "interesting",  
"nice" and "better".

"Very" is another word which few (not "very few") editors will allow to get into print.

13. Long, rambling, shapeless sentences.

Many young people and older people who have had little schooling do not properly understand letters when (1) sentence length averages over a dozen words, (2) when there is more than one idea in a sentence, and (3) when too many "which" clauses are used.

14. Thrifty, yes, but not stingy with words.

"Telegraphic" sentences are both curt and hard to follow. Examples are:

"Letter of August 29 received."

"Replying to your letter of March 15."

"Suggest additional information be sent."

15. The "you" approach.

Many letter writers cling to the habit of writing

about what they want and what the reader can do to help them. This approach fits the classic definition of a bore - "a person who talks about himself when you want to talk about yourself."

16. Accuracy.

Correctness builds confidence. No letter should be signed by an agent until he has checked it for mistakes. One agent tells the story of letting a letter go out with the following statement:

"I shall be happy to add your name to our wailing list."

In addition to the above techniques, there are a number of troublesome grammatical usages which letter writers should master. The failure of letter writers to express logically parallel thoughts in grammatically parallel construction is one common mistake. The following sentences illustrate this type of mistake:

Wrong: "Included in our program are efforts to maintain soil fertility; to increase organic matter content of soils; and we shall improve crop yields."

Better: "Included in our program are efforts to maintain soil fertility; to increase

organic matter content of soils; and to improve crop yields."

Inconsistent shifts in person, number, and tense are other common mistakes. The correct use of "I" and "me", "who" and "whom", and many other words often presents a problem.

A test in the fifth booklet in the series, Writing Effective U.S.D.A. Letters,<sup>5</sup> will indicate to agents if they need to spend time in improving their grammar.

A letter to an individual may serve as a visit to his farm or home. Agents should get the most out of these letters by utilizing fully their great value - the personal touch. Butterfield states, "No accomplishment in letter writing is more important than making the reader feel your message is for him alone. There is no better tonic than individual attention in stimulating the readers' interest and winning his good will."<sup>6</sup>

Certain standards have been established for U.S.D.A. personal letters.<sup>7</sup> A letter is not considered satisfactory unless it is:

1. Complete
2. Concise
3. Clear
4. Correct

5. Appropriate in tone
6. Neat and well set up

These standards have been incorporated into a "letter appraisal chart" which has been used widely by extension agents. This chart, a copy of which follows, can be helpful to extension agents.

### LETTER APPRAISAL CHART<sup>8</sup>

This appraisal chart is intended to assist you in writing or revising your own letters. Before appraising a letter, be sure to determine its exact purpose. What response is desired from the addressee?

CAN YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS?

IS THE LETTER:

1. COMPLETE
  - a. Does it give all information necessary to accomplish its purpose?
  - b. Does it answer fully all the questions, asked or implied, in the incoming letter?
2. CONCISE
  - a. Does the letter include only the essential facts?
  - b. Are the ideas expressed in the fewest words consistent with clearness, completeness, and courtesy; have irrelevant details and unnecessary repetition been eliminated?
3. CLEAR
  - a. Is the language adapted to the vocabulary of the addressee?

- b. Do the words exactly express the thought?
- c. Is the sentence structure clear?
- d. Is each paragraph one complete thought unit?
- e. Are the paragraphs arranged in proper sequence; are the ideas presented in the most effective order?

4. CORRECT

- a. Is the accuracy of all factual information beyond question?
- b. Are all statements in strict conformity with policies?
- c. Is the letter free from: (1) grammatical errors, (2) spelling errors, (3) misleading punctuation?

5. APPROPRIATE IN TONE

- a. Is the tone calculated to bring about the desired response?
- b. Is the letter free from antagonistic words or phrases?
- c. Is it free from hackneyed or stilted phrases which may amuse or irritate the addressee?
- d. Does the entire letter evidence a desire to cooperate fully?

6. NEAT AND WELL SET UP

- a. Will a favorable first impression be created by: (1) freedom from strikeovers and obvious erasures; (2) even typing; (3) position of letter on the page?

HOW EFFECTIVE IS THE LETTER AS A WHOLE?

To what extent is the letter likely to accomplish its purpose, obtain the desired response, and build good will? In other words, how do you rate its general effectiveness?

## Footnotes

1. John T. Stone, An Analysis of the County Extension Agent's Job, an unpublished Ph.D. thesis, Harvard University, 1951, p. 233.
2. W. H. Butterfield, Twelve Ways to Write Better Letters, University of Oklahoma Press, 1947, p. 10.
3. Loc. cit.
4. Writing Effective U.S.D.A. Letters, a series of five booklets, U.S. Dept. of Agr., Washington, 1950, et passim.
5. Ibid., Fifth Booklet, p. 6.
6. Butterfield, op. cit., p. 95.
7. Writing Effective U.S.D.A. Letters, op. cit., Fifth Booklet, p. 15.
8. Loc. cit.

## CHAPTER XIX

### CIRCULAR LETTERS AND READABILITY

Most of the techniques of personal letter writing are adaptable to circular letter writing as well. Circular letters do not provide the close personal touch possible in personal letters, but they do have the advantage of being a very economical and effective way of reaching large numbers of people. An additional advantage which circular letters have over personal letters is that it is possible to spend more time drafting a circular letter thus enabling agents to make use of interest-arousing illustrations and slogans.

According to Baker and Wilson,<sup>1</sup> circular letters were found to be superior to all extension means except news articles, on the basis of ratio of practices adopted to costs. Throughout the United States, each county extension office sends out an average of more than 154 circular letters every year.<sup>2</sup>

The most common uses of circular letters are to:

1. Stimulate participation in meetings and events.
2. Provide service information - the what, when and how of such matters as seeding ladino clover.

### Planning the Letter

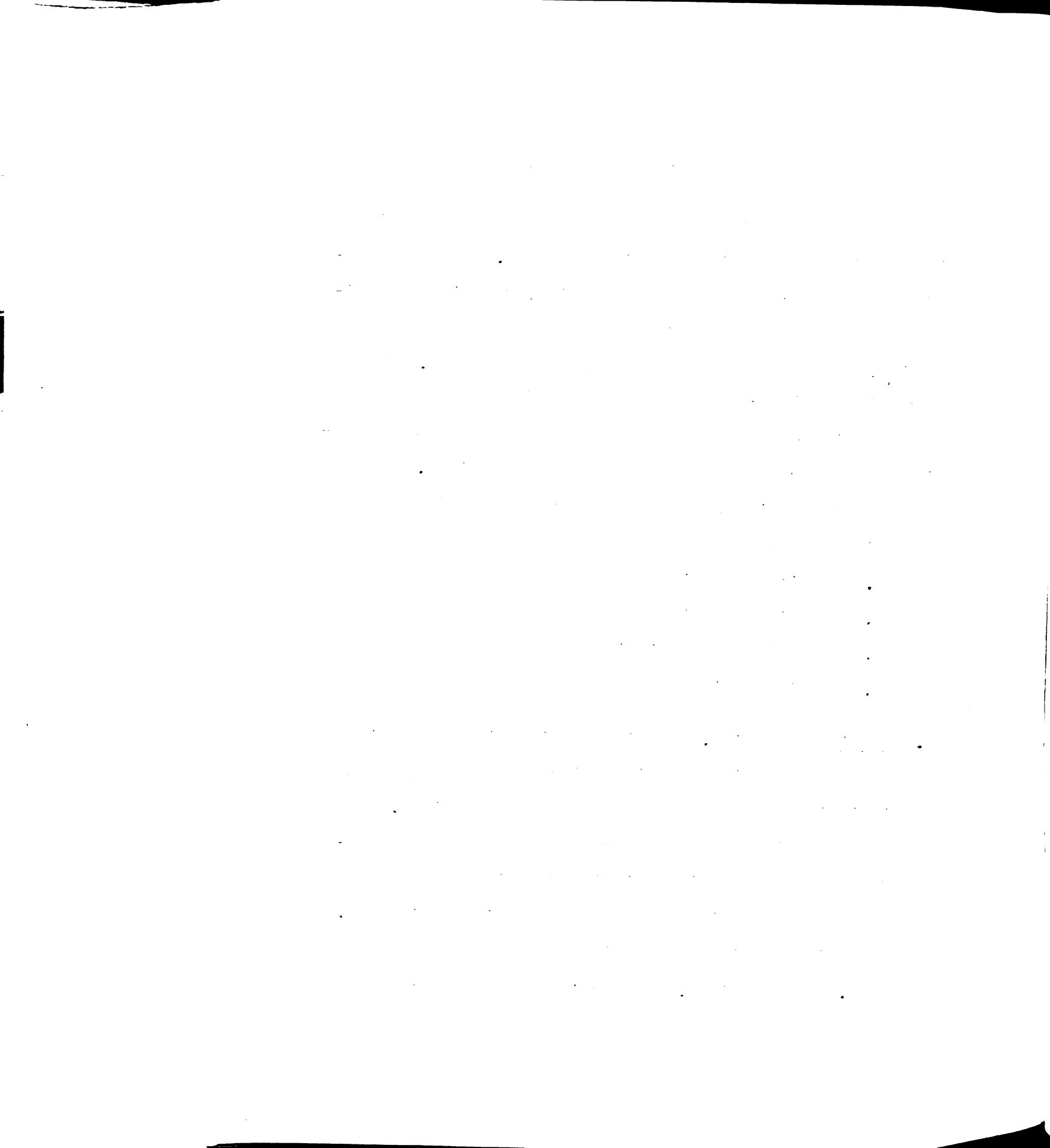
An agent should always have one definite objective in mind before starting to write a letter. Is the objective to be increased knowledge, action, goodwill or attitude change? Most extension letters want to arouse action, just as most commercial sales letters do. In a rousing action - getting someone to "buy" the products of extension - many agents use the same sales letter techniques that are used by commercial organizations. The Buckley<sup>3</sup> commercial sales letter formula contains the following steps:

1. Getting attention
2. Creating a desire
3. Establishing conviction
4. Getting action

1. Getting Attention. Getting the immediate attention of the reader is vital in a circular letter, just as it is in a newspaper story or magazine article. Most everyone will read the first few sentences of a circular letter, but if their interest is not strongly aroused the remainder of the letter will be ignored. Attention-getting devices include:

- A. Illustrations. Commercial concerns which





supply extension offices with mimeographing material have a large variety of clever illustrations available which can be adapted to most any extension letter. The Michigan State College Department of Information Services also makes available a few illustrations of specific extension nature. Many agents have found illustrations so valuable that they seldom send out a circular letter which does not include at least one. 4-H club agents have found them especially valuable as attention-getters in letters sent to members. Where possible, the illustration should not only be used to arouse interest but also to assist in telling the story.

- B. A Good Opening Sentence. Unlike the newspaper lead, the circular letter opening sentence does not have to tell enough of the story to be able to stand alone, but it must create interest. Every article in a good farm magazine starts with a sentence that makes many people want to read on. Extension agents could well profit by comparing the first sentence of their circular letters with the first sentence of these magazine articles.

2. Creating a Desire. An agent must make people want his products just as a business concern does. The same appeals may be made in either case - appeals to increased profits, decreased losses, better health, increased opportunities for youth, etc.

Often people are satisfied with their present conditions, and in order for an agent to give them a desire he must first awaken them by showing them how their status compares with that of another group. One 4-H Club agent of a county which was behind in several phases of its program found that once in a while it was very effective to point out a specific area in which an adjoining county was doing a better job. The leaders of this "backward" county did not like having adjoining counties ahead of them, and expressed a desire to do something about it.

3. Establishing Conviction. Sales letters strive to show that "our product is the best answer to your desires." Extension circular letters should do the same.

How can agents establish conviction in the most common of all circular letters - the meeting announcement? After attention has been obtained and desire has been created, the following type of paragraph may do the trick:

"Your program committee feels that you will find this meeting of real help in working with your 4-H Club. The committee members, like you, are leaders, and they feel the problems of your club are going to be answered next Tuesday night."

The "conviction" section of extension letters is an ideal spot for the testimonial of a county farmer who has tried the proposed practice with good results. One such statement may be worth more than five letters which express the opinion of agents.

4. Getting Action. The following suggestions are taken from an excellent extension bulletin on circular letter writing.

"The reader must be given a clear idea of the thing he is asked to do. Offer only one course of action, and keep the reader agreeing with ideas presented. Avoid material that distracts attention. Closing sentences in a letter should be especially short and easy to read. Some writers make effective use of such expressions as, 'Do it today', or 'Let's go.' A letter on the use of lime for sweetclover closed with, 'Don't put it off, put it on.'

"The most effective climax or closing statements are those that make the reader feel he will miss something if he does not act promptly."<sup>4</sup>

### Special Techniques For Circular Letter Writing

A few techniques used in writing circular letters which differ from those used in writing personal letters should be mentioned:

1. Salutation or Caption. Formal salutations such as

"Dear Sir", and "Dear Madam" are undesirable in writing to people who are cooperating with an extension agent. "Dear Leader", "Dear 4-H Club Member" and "Dear Mr. Poultryman" are more acceptable.

Because finding a suitable salutation is difficult, the salutation is often omitted and a caption or heading is used instead. Examples are:

Will it grow?  
 Test and weigh to make cows pay.  
 You can't sell a rat, why feed it?

Also used by many agents is:

What:  
 When:  
 Where:

2. Using Colored Paper. Several studies have shown that circular letters which are mimeographed on colored papers are often more apt to be read. Darker colors are more effective than pastels. Agents should use colored paper with discretion, however, for farm people have been known to object to a steady stream of gaudy, glowing circular letters.
3. Increasing the Number of Replies. Make it easy to answer by:

Sending a self-addressed, penalty envelope or card.  
 Providing spaces where a check mark can be made in answer.

Keeping questions simple.

Keeping the number of questions to a minimum.

- a. Offer a special inducement, such as:

A new bulletin.

A 4-H Calendar.

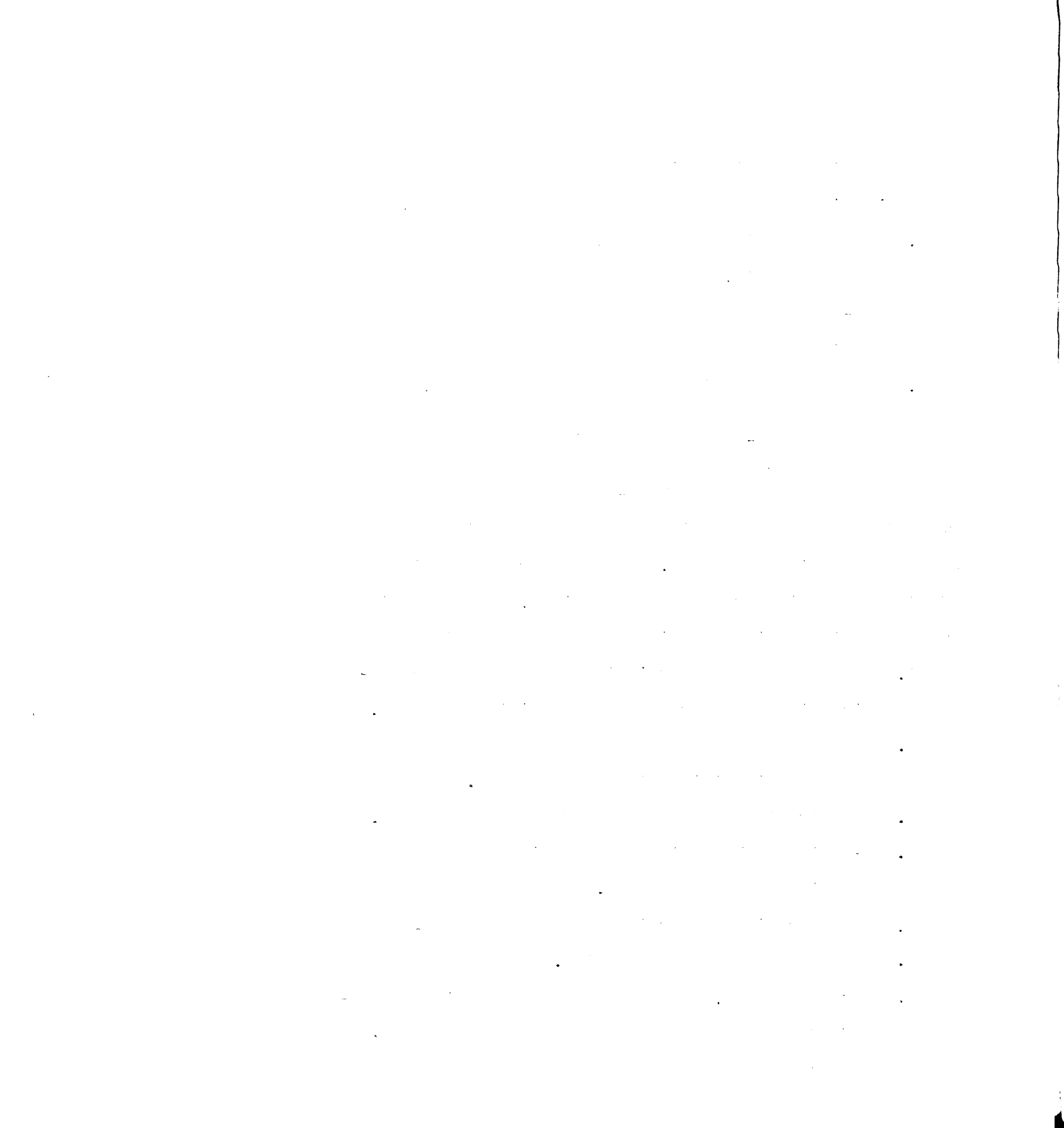
Special service letters by college specialists.

- b. Correct the mailing list at least annually.

#### 4-H Club News Letter

Many agents feel that the 4-H Club news letter which they get out once a month is their most effective single tool for promoting club work. These generally consist of only two pages mimeographed on both sides. The following are a few pointers in preparing 4-H Club news letters:

1. Make sure the letter is in approved form as outlined in the Federal Franking Privilege Manual.
2. Letters look better and are easier to read when each page is divided into two columns.
3. Illustrations and cartoons are almost a "must".
4. 4-H Club members like an enthusiastic approach, and also a sense of humor.
5. Keep each item or article short and snappy.
6. Use names and success stories.
7. Have the home agent and county agent write a regular "column" (short, of course) for the letter.



8. Publicize the letter and carry in it special announcements which members want to hear, such as who won the guessing contest at the fair.
9. Take time to compose a good editorial.

One problem in getting out 4-H Club news letters is distribution; should letters be sent to every member and leader? There is no question but that letters have increased effectiveness if all leaders and members receive individual copies at home where the remainder of the family can read them. If the office secretaries have sufficient time to get the letters addressed, every member and leader should be sent a copy. Since most county offices have a greater volume of work than the secretarial staff can handle, however, it may be found necessary to send a number of copies to leaders and have them distributed to members at club meetings.

#### Readability

It is doubtful if agents have time to become expert enough in the field of measuring readability to know at just what grade level they are writing. It is certain, however, that agents should be able to write so that the people who read newspapers can understand extension articles. The day has passed when the mark of the "educated" man is the



number of uncommon words used. Today's good writers use the A B C's of journalism - accuracy, brevity and clarity - to get their articles read and to get the desired action.

There are very few people who do not understand and get keen enjoyment out of the Book of Psalms and Ernie Pyle's writings; these are written at the seventh grade level.

If properly done, extension articles can be most effective if written at the seventh grade level.<sup>5</sup> But the "if" is a big one. Beckman says, "There are few things more humiliating to one, no matter who he is or what his position in life, than to be treated with condescension. To write a story in such a manner that the reader will feel he is being 'written down to' is a serious error of both taste and psychology."<sup>6</sup>

Extension agents do not want to "write down to" their people, but they should be aware of few of the techniques of writing easy reading. The Flesch formula<sup>7</sup> estimates readability by counting:

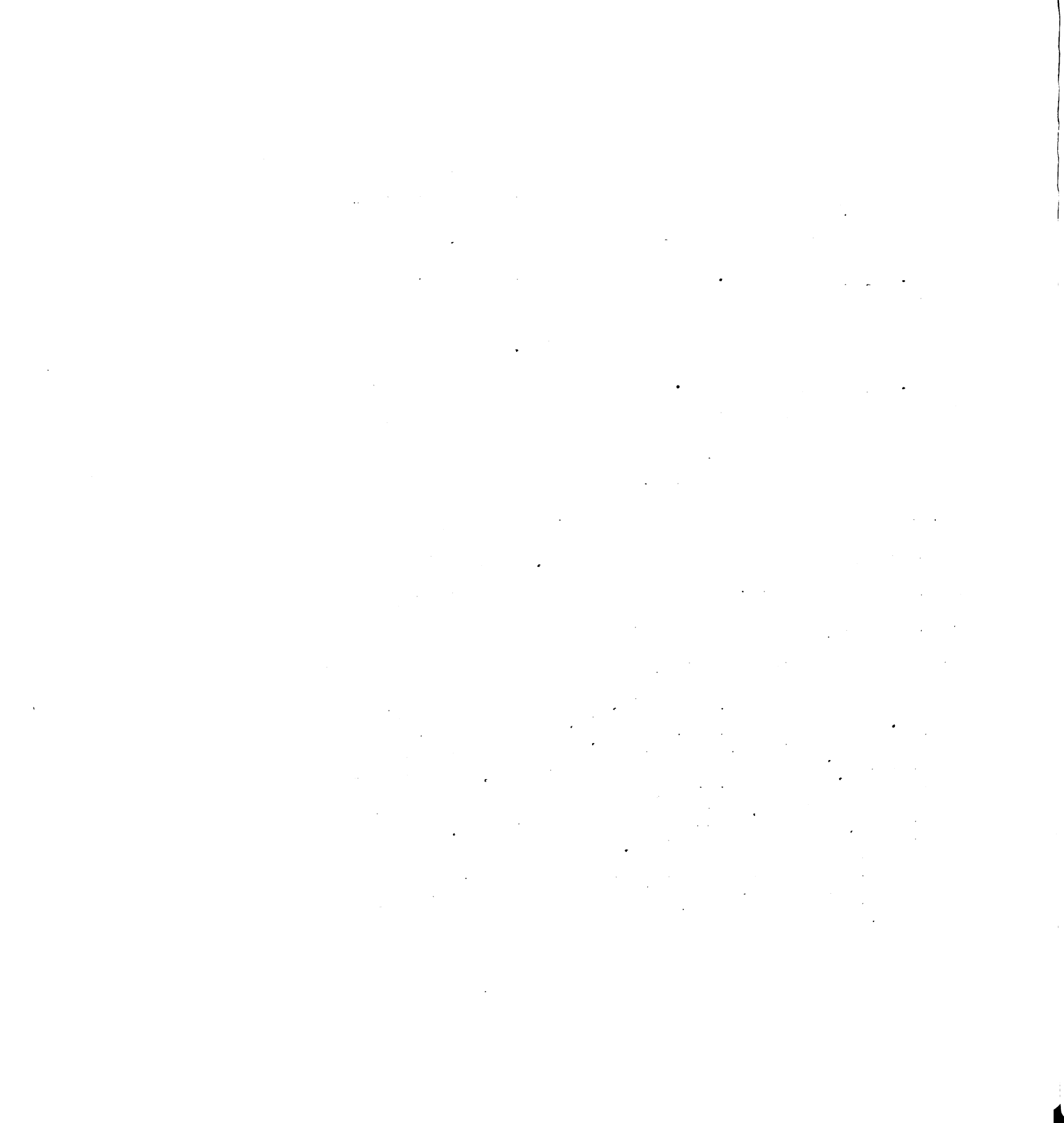
1. Average sentence length. To prevent choppiness, should not all be short or all of the same length, but for easy reading they should not average much over a dozen words.
2. Average number of syllables. When a writer pours

forth a parade of polysyllabic language, the reader looks about the room for either a dictionary or wastebasket - usually the latter.

3. Personal words. "We, you, mother, brother, folks" and other words which refer to people help produce easy and interesting reading.
4. Personal sentences. These are sentences directed to the reader in the same manner one person would talk to another.

Almost a century ago William Cullen Bryant advised an aspiring young author never to use a big words when a short one would serve the purpose just as well. Butterfield<sup>8</sup> reports of an admonition an eastern newspaper editor gave his reporters, and the thought is equally valuable to writers of extension material:

"We do not commence, we begin. We do not purchase, we buy. We do not pass away, we die. We do not reside in residences, we live in homes. We do not retire, we go to bed. Our priests, ministers, and rabbis are not divinity. Our lawyers are not barristers. Our undertakers are not morticians. Our real estate dealers are not realtors. Our plumbers are not sanitary engineers. Our cobblers are not shoe builders. All fires are not conflagrations. And the first reporter who writes of a body landing with a dull and sickening thud will land with a dull, sickening thud in the street, with hat in one hand and pay envelope in the other."



## Footnotes

1. Gladys Baker and M. C. Wilson, Relative Costs of Extension Methods Which Influence Changes in Farm and Home Practices, Extension Service Technical Bulletin No. 125, U. S. Dept. of Agr., Washington, 1929.
2. H. W. Gilbertson, Effective Extension Circular Letters, U. S. Dept. of Agr., Extension Service Misc. Pub. No. 403, 1941, p. 3.
3. E. A. Buckley, How to Write Better Business Letters, McGraw Hill, New York, 1950, p. 26.
4. Gilbertson, op. cit., p. 6.
5. Earl Richardson, oral communication.
6. F. W. Beckman and H. R. O'Brien, Technical Journalism, Iowa State College Press, 1950, pp. 152-153.
7. Rudolph Flesch, The Art of Plain Talk, Harper and Bros., New York, 1946, pp. 6- 13.
8. W. H. Butterfield, Twelve Ways to Write Better Letters, University of Oklahoma Press, 1947, p. 138.

## CHAPTER XX

### AUDIO-VISUAL AIDS

Audio-visual aids have assumed a place of great importance in education, both in and out of schools. When properly used, they have made a great contribution to learning efficiency and enjoyment.

The bulletin has a rightful place in extension work just as the text book does in the school, but it has been amply demonstrated that words have much more effect when they are associated with meaningful experiences.

Audio-visual aids offer agents an opportunity to improve the efficiency of their teaching by making learning more permanent. Edgar Dale<sup>1</sup> says people forget that which they are taught for several reasons:

1. We forget when what we are to learn does not seem important to us, either because it lacks importance in itself or because we fail to see any apparent relationship between this new piece of information and things we already know.
2. We forget when we do not see clearly what it is we are supposed to be learning or when we are not properly shown how to use this new item.

3. We forget when we do not make use of what we have been asked to learn in our daily living.

Dale<sup>2</sup> goes on to point out that the causes of forgetting can be met and effective learning can be fostered by:

1. Proper motivation - the why.
2. Clear goals - the what.
3. Adequate use - the how.

Throughout his book, Dale, who is recognized as an outstanding leader in the field of audio-visual education, goes on to build a case for increased use of audio-visual aids in the field of education. He says:

"Education must become the rich, active, personal, and adventuresome thing it is when a father teaches his son how to fish, or a mother teaches her daughter how to bake a cake, or a scout leader explains to youngsters how to find their way in the woods without a compass, or a dramatic teacher coaches a play. For in all situations learning has motivation, clarity, and use to such a degree that permanence can almost be taken for granted. It has, in addition, a train of other qualities such as pleasureableness, emotional gratification, and a sense of personal accomplishment - which strongly reinforce the learning."<sup>3</sup>

Extension workers are extremely fortunate in that they work in a field which is literally loaded with rich, direct experiences of the type Dale mentions. All extension projects involve "doing", and yet when a county agent is called out to speak before a farm bureau group or a club agent is engaged in training his local leaders, nine times out of ten

they will revert to normal college lecture procedure - but even without using the blackboard. Reasons given in one survey to determine why agents were not using audio-visual aids are listed by J. E. McClintock,<sup>4</sup> Extension Editor, Ohio State University, in Table IX.

TABLE IX

## DIFFICULTIES ENCOUNTERED IN USING VISUAL AIDS \*

Difficulty	Times Mentioned by	
	Women	Men
Lack of time	55	75
Lack of funds	39	50
Lack of ability	18	46
Poor equipment	14	22
Transportation	11	18
Available material not adaptable	-	21

\* Table by J. E. McClintock, Use of Visual Aids in Cooperative Extension Work, U.S. Dept. of Agr., Extension Service Circular No. 343, 1940, p. 12.

Commenting on the number one difficulty - lack of time - McClintock answers the question, "Can extension workers afford to take the time?" by saying, "In the opinion of the writer, few extension agents or extension specialists can afford not to take the time."<sup>5</sup> Those who

attend extension meetings probably echo this statement.

Lack of funds and poor equipment are becoming less important problems each year as the boards of supervisors in county after county are making increased appropriations for the purchase of movie projectors, slide projectors, cameras, film, tape recorders and other equipment necessary for a good audio-visual program. Many agents have found that board members are quite favorable to the purchase of such equipment after they have attended an extension meeting where pictures were shown which were made in the county.

Lack of ability is likewise becoming less of a problem because of the increased knowledge and experience in this comparatively new field. The remainder of the section will be devoted to audio-visual ideas and suggestions.

#### The Cone of Experience

Dale<sup>6</sup> employs a device which he calls "The Cone of Experience" to provide a visual metaphor of learning experiences. In this cone the various kinds of audio-visual materials appear in the order of increasing abstractness as one proceeds from the base, which is "Direct, purposeful experiences," to the pinnacle, which is "Verbal symbols." The cone, as shown in Table X, provides order in which the various aids will be considered.



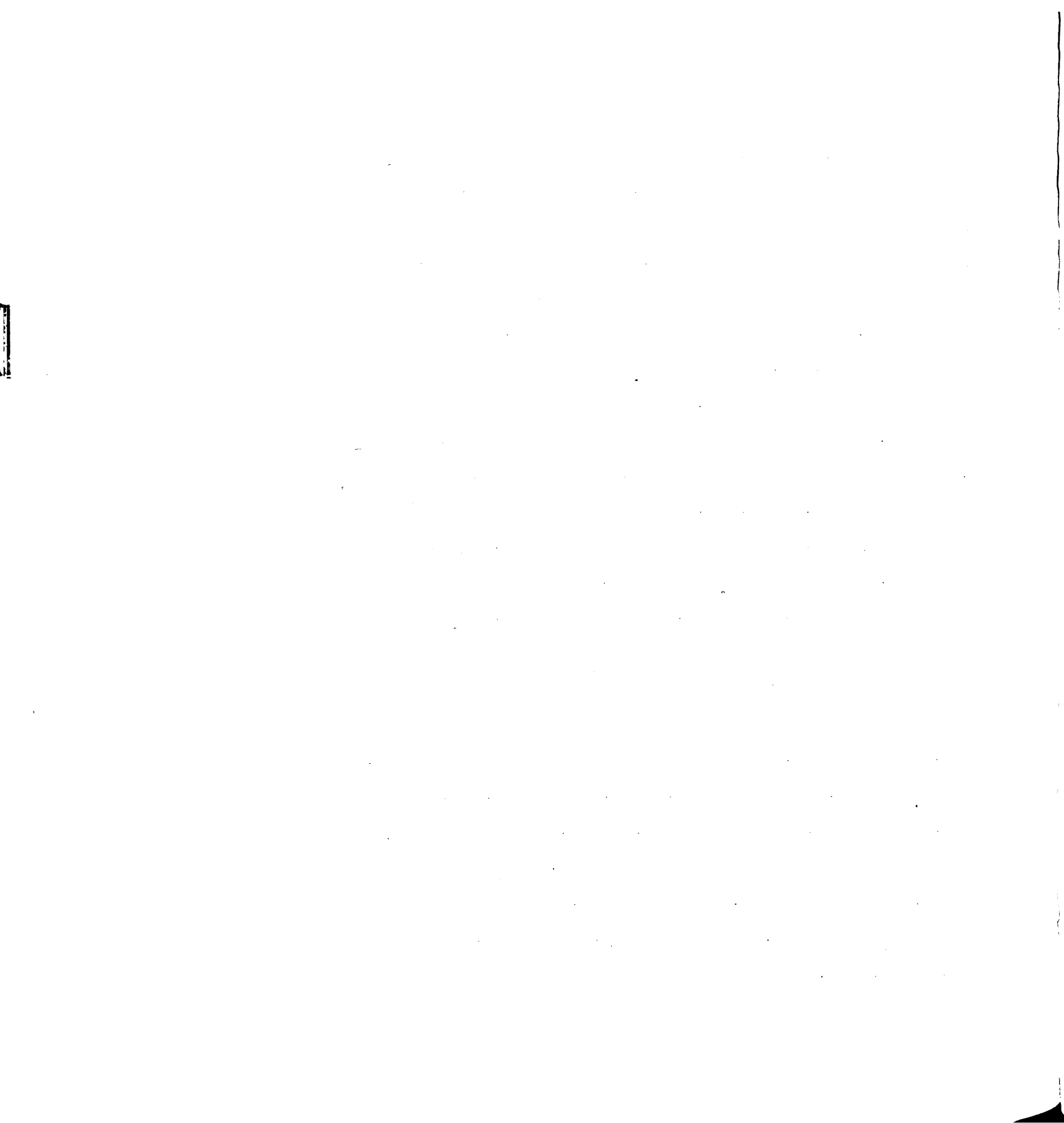
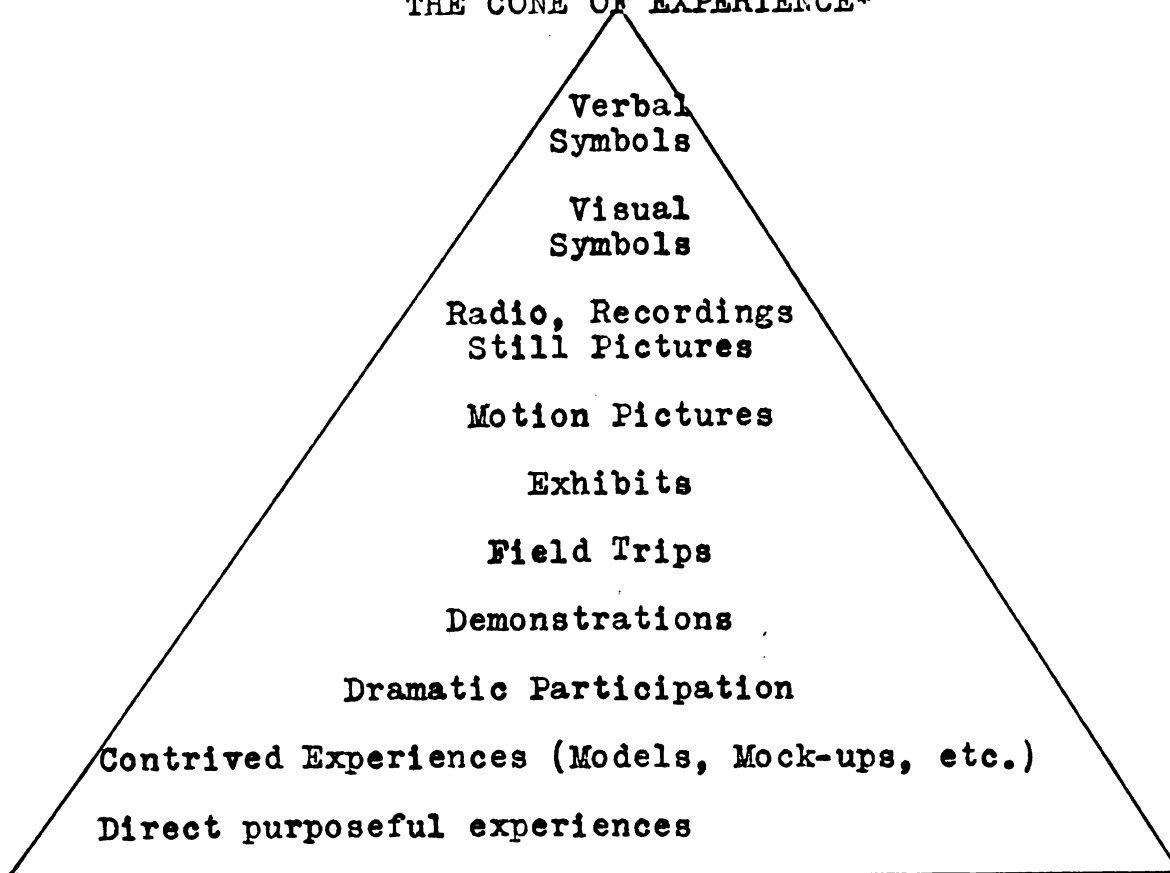


TABLE X

## THE CONE OF EXPERIENCE\*



\*Table by Edgar Dale, Audio-Visual Methods in Teaching, Dryden Press, New York, 1951, p. 39.

Direct, Purposeful Experience

Extension projects carried out by men, women, boys and girls are at the basic level of experience. John Dewey makes the point that people cannot cope with reality on the indirect, more or less symbolic level until they have already had experience on this direct level. He says,

"An ounce of experience is better than a ton of theory, simply because it is only as an experience that any theory has vital and verifiable significance. An experience, a very humble experience, is capable generating and carrying any amount of theory (or intellectual content), but a theory apart from an experience cannot be definitely grasped even as a theory."<sup>7</sup>

Possibly this explains much of the value of extension work.

Although direct, purposeful experiences play a vital role in giving meaning to the word, figure and picture symbols people use every day, there are some very definite limitations to this band of experiences:

1. They are very slow and time consuming. In this age when one Sunday issue of the New York Times contains as much printed material as two books and the general knowledge required of everyone is increasing, there is not time to experience everything directly.
2. Some direct experiences are too complicated for easy and rapid learning. The functioning of the digestive, reproductive, and nervous systems of a cow can be understood much quicker by studying pictures and charts than by studying the cow.

#### Contrived Experiences

In 1949 the 4-H Club member who was the national winner

1

in the Westinghouse Farm and Home Electrical contest exhibited at Chicago a working model of a farm wiring plan. This model created a great amount of interest because it made possible a view of not only the outside wires running to the various buildings from the "maypole", but inside wiring as well.

A number of 4-H Clubs doing work in soil and water conservation have found the terrain model of value and interest. Clubs working in connection with schools have found that a great many lessons in conservation can be taught by building a table model showing the terrain and recommended practices for a particular farm. A helpful pamphlet on "How to Build Terrain Models" may be obtained from the U. S. Government Printing Office<sup>8</sup> for twenty-five cents.

Contrived experiences make it possible to simplify processes or objects - make it possible to edit reality. Because of their interest creating ability and teaching value they should be considered as visual aids by extension workers.

### Dramatic Participation

Most Michigan Counties now participate in a 4-H Club talent program which offers club members an opportunity for dramatic and musical expression. This program has not

11

only helped develop talent among club members, but has in many instances increased interest in club work.

Possibly the 4-H Club "Better Meeting Contest" may also be considered under the heading of dramatic participation, because in this contest the officers and a few members of a club attempt to conduct a model club meeting in front of an audience. Mr. A. G. Kettunen,<sup>9</sup> Michigan 4-H Club Leader, regards this contest as one of the best means available of training club members in the valuable techniques of public expression and meeting procedure.

#### Demonstrations

Possibly there is a Cooperative Extension Service today because over sixty years ago one man, Seaman A. Knapp, was able to demonstrate to the farmers of the south how to control boll weevil. He was able to "show how" to control boll weevil by working with farmers who would follow certain recommended practices, and encouraging other farmers in the area to come and see what was being done.

Farm people have become more confident in the accuracy of extension recommendations over the years, and today it is no longer necessary to prove by demonstration every practice which the service contends will be of value to its clientele.

1



Demonstrations are costly in terms of one of the greatest limitations to an effective county extension program - agent's time. In spite of this fact, the large part of Michigan's most effective agents hold on the average of two demonstration meetings a month. These agents feel that what they "tell" people every day will be much more effective if they can "show" people once in a while.

Chapter 26 of the book Cooperative Extension Work by L. D. Kelsey and C. C. Hearne<sup>10</sup> provides a number of good suggestions for organizing method and result demonstrations in the adult phases of extension work. In 4-H Club work, every club member is encouraged to give demonstrations on some phase of his project, and a large number of county demonstration teams participate in demonstration contests in connection with the 4-H State Show. These demonstrations are of great value in the 4-H Club program primarily because of the training they provide the members who participate, and 4-H Club agents should be able to offer members help in presenting good demonstrations. The following helpful suggestions have been made by the Michigan 4-H Club Department for improving 4-H Demonstrations:<sup>11</sup>

#### Suggestions for 4-H Club Demonstrations

##### 1. Choose a Subject Which:

You know something about

You can do  
 You think is important and timely  
 Relates to your 4-H project  
 Has plenty of action  
 Can be easily done

- A. Know your subject matter  
 Do not memorize your demonstration  
 Original ideas
- B. Ten to twenty minute demonstration is recommended.
- C. A demonstration may be given by one or a team of two.
- D. A demonstration should show or explain an approved practice.

## II. Getting Ready for a Demonstration

- A. Go through the action part of your demonstration. Then make the outline. Divide work and explanation of the steps equally between team members.
- B. Make a list of all materials and equipment needed for the demonstration and have it with you.
- C. Posters, charts, samples or other visual aids may be used.  
 They should serve a purpose  
 They should be explained and shown only while being explained.  
 They should be easily seen thirty feet away.
- D. Be dressed for the job.  
 Wear simple and attractive clothing  
 Team mates should wear similar clothes  
 Hair net should be worn when handling food  
 Good grooming is essential  
 Do not chew gum
- E. Materials should be neatly and conveniently arranged.  
 The working area should be kept clear between and the audience.

## III. Giving your Demonstration

- A. Start your demonstration with a statement that will draw interest and then introduce demonstration.

Use simple words  
 Talk to your audience and so everyone can  
 hear  
 Be pleasant and smile  
 Have good posture  
 Be yourself  
 Be orderly

- B. Team members should show an interest in the action taking place.
- C. Sell the audience your idea so they will want to go home and try it.
- D. Briefly re-state the important points.
- E. Invite audience to ask questions.

#### IV. After your demonstration

Clean up; do not depend on anyone else to do it.  
 Leave demonstration room in better order than you found it.

A 4-H demonstration is normally divided into three or four parts:

1. Introduction. One member of the team introduces the other member of the team and himself, telling where they are from and what they will demonstrate.
2. Demonstration. Members show how a thing is done in a step by step order, at the same time telling how it is done and possibly why.
3. Summary. Members briefly summarize the principle steps and invite questions.

A fourth step might be added where it is at all practical and when the demonstration is to have teaching value - the audience should try to do the thing which has been demonstrated.

A number of score cards have been devised for judging demonstrations. The following one is used in judging those given at the 4-H Club State Show and is used by many club agents in training county teams:<sup>12</sup>

## 4-H DEMONSTRATION SCORECARD

Score \_\_\_\_\_

County \_\_\_\_\_ Event and Date \_\_\_\_\_ Division \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Address \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Address \_\_\_\_\_

Title of Demonstration \_\_\_\_\_

Points of Consideration	Possible Score	Score
I. <u>Presentation</u>	40	
A. Is the personality pleasing and sincere? Does the member show confidence?		
B. Is member suitably dressed?		
C. Is the voice clear, distinct, and reason- ably strong?		
D. Does member talk easily?		
E. Is procedure done smoothly, easily, skill- fully? If a team, is there teamwork?		
II. <u>Equipment and Materials</u>	15	
A. Are materials well prepared, arranged and used?		
B. Are the materials well chosen?		
C. Has the member selected suitable visual aids and made good use of them?		
III. <u>Subject Matter</u>	25	
A. Is it of interest to the community?		
B. Is it accurate?		
C. Is it practical?		
D. Is the information complete?		
E. Are the steps clear and in logical order?		
IV. <u>Over-All Effectiveness</u>	20	
A. Is the demonstration interesting?		
B. Is the introduction effective?		
C. Did the members summarize their demon- stration?		
D. Is the general effect good?		

TOTAL SCORE

100

Number of times demonstration has been given in public \_\_\_\_\_

Remarks:

### Tours

Tours are increasing in popularity as a method of extension teaching. Figure 13, showing the number of tours conducted annually by agents over a period of thirty years, indicates the increasing utilization of this method of extension teaching.

The reasons why tours are gaining in popularity are not altogether established, but may be expressed in the following statements by County Agent Harold Stevens.<sup>13</sup>

"I have learned it is impossible to give personal attention to all of the agricultural problems that have confronted my office. Therefore, in addition to the newspaper and radio, I find farm tours the most satisfactory means of presenting the latest agricultural information.....

"Tours are one of the best places to present an extension specialist. On the farms the farmers will ask more questions and give the specialist a chance to present the latest experimental information available.....

"If a tour is planned by a committee and conducted in a business manner it is one of the best visual aids in agricultural education."

Planning a tour is most important. Most agents have had a rather disheartening experience with a tour because they could not maintain their schedule or one of a dozen things went wrong. Several points worthy of consideration in planning a tour are listed below:

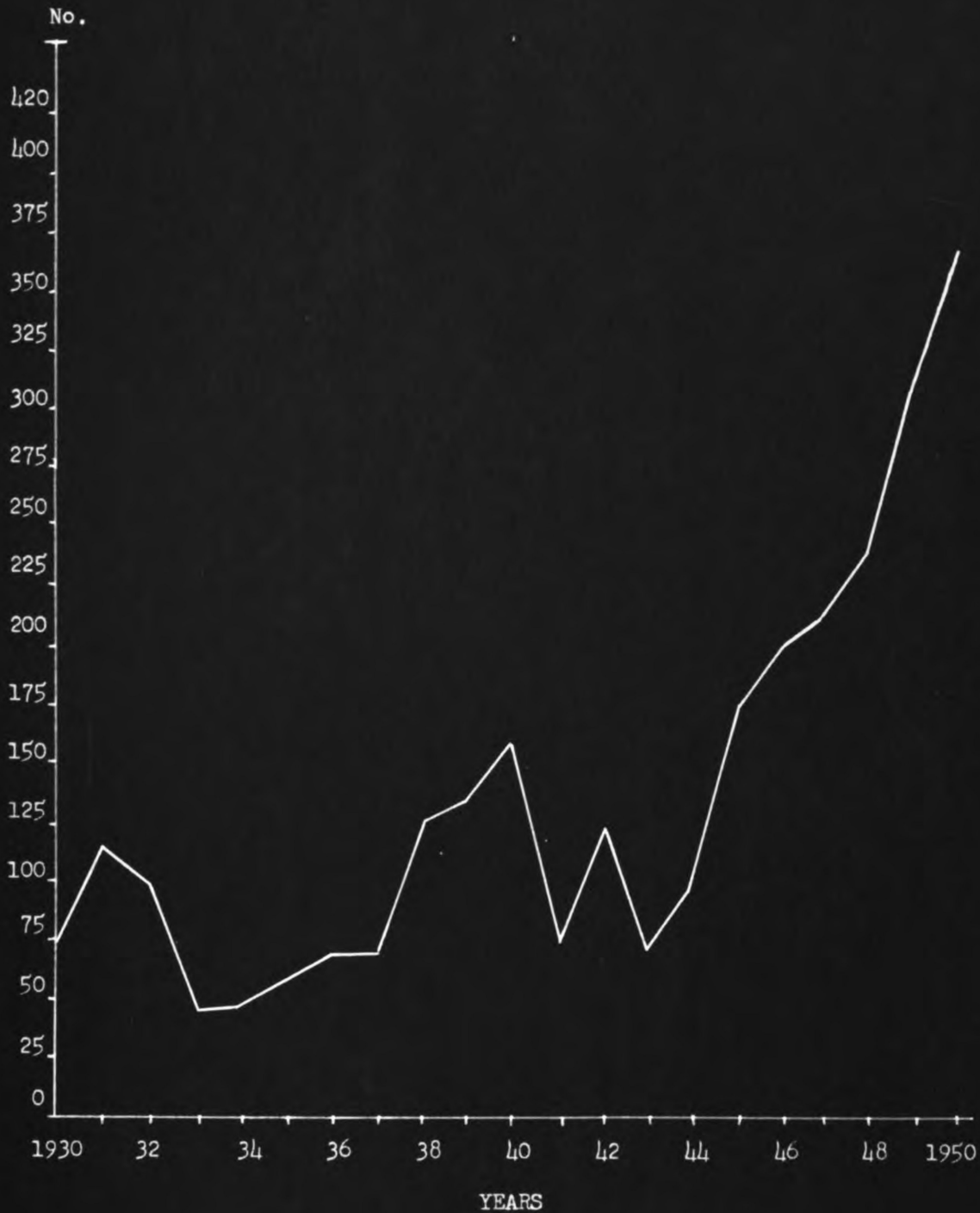


FIGURE 13  
TOTAL NUMBER OF TOURS  
CONDUCTED BY MICHIGAN COUNTY EXTENSION  
AGENTS ANNUALLY

1. Have leaders who are known and respected for their ability in a particular field help plan the tour in that field.
2. Make a leader who helped plan the tour the chairman of the event. Most leaders will not do as smooth a job as the agent would have done, but there is no better way to train leaders and to recognize their contribution.
3. What is to be accomplished? When this question is answered there will be little argument about the number of stops to make; for instance, on a beef tour is the purpose to point out to each individual how he might improve the results with his particular animals, or is the purpose to give those attending certain basic instructions in beef production and possibly some judging training? As many as twenty-five stops have been made on 4-H tours where most all of the members were visited. It is argued by some extension workers that such tours should not be advertised as tours and folks encouraged to make each stop, but they should be called what they are - short farm visits. If it is decided to develop a planned instructional program, six stops not covering over one hundred miles will make a good tour.



4. What kinds of stops should be made? Most counties have larger farms that are "show places" and exhibits that are of championship caliber. One or two of these stops can be of value if they are placed at the end of the tour so as not to embarrass the hosts at some of the other stops. Most of the tour stops should point out accomplishments which are within reach of the "average" farmer.
5. How can the interest and participation of those attending the tour be increased? Most tours have enough natural interest to keep the attention of the group, but it has been found that a series of questions listed on the tour guide will stimulate participation because the group members are going to want to find out the answers to the questions during the tour. Well planned demonstrations also add to the interest and value of a tour. County Agent A. D. Carew related the following experience in the Extension Service Review.<sup>14</sup>

"I had a self-feeder built according to the Wisconsin plan. I bought a sack of tankage and a sack of linseed meal and loaded these materials on a truck, having arranged in advance for four meetings on farms in the chief hog-growing sections of the county. Farmers could actually see just how the feeders were made and were furnished plans by which to build them. When the truck pulled into a farm yard I was greeted by from

thirty to fifty swine men. This device enabled us to outline a swine sanitation program as well as to talk feeding. I believe such meetings held on farms, at which you actually show farmers certain good practices, are worth a dozen night meetings held in a hall."

6. What are some of the mechanics in running a tour?
  - a. Cars should be marked, especially in larger tours, to keep cars which are not on the tour from leading part of the tour cars off the route.
  - b. The tour route should be plainly marked in larger tours.
  - c. A map on the tour guide is helpful.
  - d. On 4-H Club tours, provision should be made to eat lunch where the group would have a little time to relax, such as at a county park.
  - e. Unless provision is made so that everyone attending the tour can see and hear, interest will rapidly wane.
  - f. The safety factor cannot be overstressed. On 4-H Club tours older members frequently drive and are inclined to "show off". Before the tour gets under way it should be pointed out to the group the need for extra precautions due to the circumstances which prevail. One agent gives an older club member who is driving the responsibility of leading the group in a safe and organized manner.

### Exhibits

County extension agents use a large number of exhibits to show achievement, to teach, and to promote better public relations. In 4-H Club work, especially, agents have opportunity to help set up many exhibits at fairs, achievements and other events, and also in connection with National 4-H Club Week.

All phases of extension work are full of suggestions which may be used in educational exhibits, but the question arises, is the time spent in building good exhibits worthwhile? An extension leaflet lists some of the strong points and limitations of the exhibit as an extension teaching method and the comparison made in the leaflet might be helpful in considering their value.<sup>15</sup>

#### Strong Points of the Educational Exhibit

1. Contributes to better understanding of good standards for farm and home products.
2. Promotes understanding of and good will toward extension work on the part of village and city people.
3. Stimulates acceptance of improved practices through friendly competition.
4. May influence people not reached by other methods.
5. Facilitates exchange and dissemination of improved varieties of farm products.
6. Furnishes a logical event for completion of 4-H projects.

### Limitations

1. Is expensive from standpoint of time and other costs.
2. Influences low percentage of those who view exhibit.
3. Influences the adoption of relatively few practices.
4. Frequently employs models of other "make believe" devices which fail to portray actual farm and home conditions.
5. Often brings together aggregation of products having little teaching value.
6. Viewed by visitors who are in a recreational mood.

The techniques of preparing educational exhibits are many and varied, and only a few of them are listed in this section. U.S.D.A. Miscellaneous Publication No. 634, entitled Educational Exhibits, How to Prepare and Use Them,<sup>16</sup> provides an excellent reference for any agent who is preparing an exhibit. This booklet contains twenty-seven illustrations and a number of valuable suggestions on exhibit techniques.

Dale says, "An exhibit is not set up for lengthy study. Its point should be grasped quickly, even though the observer may wish to spend many minutes in contemplation of the display. Since the essential point must register almost instantaneously, the one who prepares the display must centralize his materials in order to make the single, focal idea immediately clear to the observer."<sup>17</sup>

Many considerations for building educational exhibits have been listed, but the following ones seem to be most important:

1. An exhibit is seen only briefly. (Dr. Wilbur Nelson, extension specialist in visual education, states that studies have shown the average person only stops at an exhibit for twenty seconds.)<sup>18</sup>
2. Put your exhibit where it is certain to be seen.
3. Put only one big idea in your exhibit.
4. Make your labels short and simple.
5. Labels should be uniform and legible.
6. Motion in an exhibit attracts attention.
7. Be sure your exhibit is well lighted. (Dr. Nelson recommends eight spot lights on the average 8'x 10' exhibit.)<sup>19</sup>
8. Color may add interest and attractiveness.
9. Sound and various mechanisms may add interest and attractiveness.

There are a number of score cards used in judging educational exhibits. One used by Dr. Wilbur Nelson is given below:

## SCORE CARD FOR JUDGING EDUCATIONAL EXHIBITS

- A. Does it tell the story.....70 total
1. Does it concentrate on one point.....40
  2. Do accessories support main point....10
  3. Are models used effectively and proportionately.....10
  4. Are labels adequate, short, simple, legibly printed, and to the point..10
- B. Is it attractive.....30 total
1. Does it stop the flow of traffic and have balance.....10
  2. Pleasing colors and textures in materials and paint instead of crepe paper, bunting, etc.....10
  3. Placings and groupings of like materials.....10

TOTAL: \_\_\_\_\_

Home Demonstration Groups, 4-H Clubs and individual cooperators can provide plenty of material to include in an exhibit, but it is sometimes advisable to get commercial assistance in preparing a more elaborate display. Some agents have found the commercial materials such as cut out letters, panels, borders, background paper and pedestal sets add greatly to the attractiveness of exhibits at a comparatively low cost. A list of sources for such materials is available from the office of Continuing Education at Michigan State College.

Motion Pictures

County after county has made available motion picture

projection equipment to Extension offices. The Department of Information Services at Michigan State College has developed a sizeable library of educational films and made them available to extension agents at no cost other than return postage. Additional films are available through the U.S.D.A. Each day brings information on a new motion picture produced by a commercial concern and available for free loan to extension agents. These factors combine to increase the importance of the motion picture as an extension teaching device.

In light of the increasing use of motion pictures by extension agents, it might be advisable for each agent to consider carefully these questions?

1. What is the purpose of showing a particular motion picture or combination of motion pictures to a particular group?
2. Is showing a particular motion picture or combination of motion pictures a good use of time?

Some agents have found that unintentionally they have become "projector operators", just as others have become "Square-dance callers". Various clubs and groups have learned to look to their extension agents as an inexpensive source of good entertainment. Showing motion pictures as entertainment can usually be justified only if it provides

an agent an opportunity to accomplish an educational objective over and above the entertainment objective.

In working with boys and girls, 4-H Club agents have a problem in helping leaders make their club meetings entertaining as well as informative. A club agent's influence with the members of a particular club increases if he is able to make his contacts with the members an enjoyable experience. A. K. McGregor, former 4-H Club Agent in Jackson County said, "When I go to a 4-H Club meeting the first thing I try to do is see that the boys and girls have fun in order to arouse their interest and get them on my side. Only then do I try to teach them, or promote a phase of the program."<sup>20</sup> Many club agents accomplish the dual purpose of education and entertainment by showing two different films - one for educational purposes and the other for entertainment. It is doubtful if showing an entertaining film alone is a justification of time use unless the agent takes an opportunity to talk to the group about the program with definite objectives in mind.

The effectiveness of motion pictures in developing attitudes and teaching ideas or skills is generally recognized. A good thirty minute movie combined with a ten minute talk will often do a better job of accomplishing extension objectives than a forty minute talk which has not received adequate preparation. Showing the right kind of



motion pictures is certainly an excellent use of an extension agent's time.

### Slides and Strip Films

The 2" x 2" slide has grown in such importance as an extension tool that a large number of counties have slide projectors and most agents have a 35 mm. camera available. Events, projects and information can be captured at low costs on colored slides and preserved for showing to a number of audiences. The nature of dark room projection makes it possible for agents to get close attention from the audience, and teaching through slide talks is especially effective when many of the slides are of people and places which are familiar to the audience.

A few sets of slides and many film strips are available to extension agents through Michigan State College, the U. S. D. A., and commercial sources. Either slides or film strips provide an agent an opportunity to point out the local application of the projected pictures, and thus increase their value to a particular audience.

## Footnotes

1. Edgar Dale, Audio-Visual Methods in Teaching, Dryden Press, New York, 1951, p. 12.
2. Loc. cit.
3. Ibid., p. 18.
4. J.E. McClintock, Use of Visual Aids in Cooperative Extension Work, U.S. Dept. of Agr., Extension Service Circular No. 343, 1940, p. 12.
5. Loc. cit.
6. Dale, op. cit., p. 39.
7. John Dewey, Democracy and Education, MacMillan Company, New York, 1916, p. 169.
8. How to Build Terrain Models, U. S. Government Printing Office, Washington 25, D. C., Attention: Superintendent of Documents.
9. A. G. Kettunen, oral communication.
10. Lincoln D. Kelsey and C. C. Hearne, Cooperative Extension Work, Comstock Publishing Company, Inc., 1949, pp. 342-355.
11. Suggestions for 4-H Demonstrations, 4-H Club Department, Extension Service, Michigan State College, East Lansing, Michigan.
12. 4-H Demonstration Scorecard, 4-H Club Department, Extension Service, Michigan State College, East Lansing, Michigan.
13. Harold Stevens, "Do You Know How to Organize a Farm Tour?", National County Agent and Vo. Ag. Teacher, February, 1951.
14. H. D. Carew, "Worth a Dozen Night Meetings," Extension Service Review, November, 1939.

15. Exhibits, U.S. Dept. of Agr., Extension Service, Division of Field Studies and Training, an unnumbered mimeographed leaflet, 1944.
16. H. W. Gilbertson, Educational Exhibits, U.S. Dept. of Agr., Extension Service Misc. Pub. No. 634, 1948.
17. Dale, op. cit., p. 167.
18. Wilbur Nelson, oral communication.
19. Loc. cit.
20. A. K. McGregor, oral communication.

## CHAPTER XXI

### COUNTY EXTENSION MEETINGS

Extension agents participate in an average of one meeting every other work day, and some Michigan agents average a meeting each work day.

If an agent is to personally contact any sizeable portion of the people of his county each year he must necessarily do so through group meetings. This does not mean that agents should not make farm and home visits, for unless agents do attempt to build a clientele through such visits it is doubtful if their meetings will be very successful. However, when an average county has over 1,000 farms it is apparent that only through group meetings will agents be able to present the first hand, up-to-date, and well planned information a good extension program demands.

The information in Table XI was prepared by John Stone with the assistance of the writer and indicates the time Michigan agents estimate they devote to work with groups and the nature of these group contacts.<sup>1</sup>

TABLE XI

THE WAY IN WHICH MICHIGAN EXTENSION AGENTS ESTIMATE THEY SPEND THAT PART OF THEIR TIME USED IN WORKING WITH GROUPS\*

	<u>Average % of total work time</u>		
	<u>Agricultural Agents</u>	<u>4-H Club Agents</u>	<u>Home Agents</u>
I. Working directly with groups.	30.75	34.39	40.83
II. Of the time agents spent working with groups of people they estimated they spent:			
A. Talking over the radio	3.24	2.50	3.89
B. Working with groups in face to face contact.	27.51	31.89	36.94
III. Of the time spent working in fact to face contact with groups the agents estimated they spent:			
A. Attending public meetings of unorganized groups of people called together by the agent for educational meetings, demonstrations, tours, etc.	6.59	3.73	1.68
B. Attending meetings of Extension advisory groups, councils, boards, Land-Use Planning groups, including meetings of agricultural council of board of supervisors.	2.68	2.32	3.35
C. Attending other small committee or board of directors' meetings that agents participate in.	2.70	1.86	1.95
D. Attending leader training meetings (4-H or Home Economics).	1.15	3.01	11.39
E. Attending 4-H or Home Economics Club meetings	1.20	7.93	5.65

	<u>Average % of total work time</u>		
	<u>Agricultural Agents</u>	<u>4-H Club Agents</u>	<u>Home Agents</u>
F. Attending meetings, demonstrations, etc. of organized special agricultural interest groups, working closely with extension as: ABA, DHIA, Seed Growers Association, etc.	4.70	1.94	.72
G. Attending meetings or activities sponsored by other public agencies as: S.C.S., P.M.A. schools, Health Departments, etc.	1.79	1.49	1.10
H. Attending meetings or activities sponsored by other groups as: Farm organizations, business, industry, civic, church, school.	2.40	2.24	1.71
I. Attending staff conferences, workshop summer school, etc.	2.29	2.94	4.27
J. Attending fairs, shows, camps.	2.01	4.43	5.12
Total	<u>27.51</u>	<u>31.89</u>	<u>36.94</u>

\*John T. Stone, An Analysis of the County Extension Agents Job, unpublished Ph.D. thesis, Harvard University, 1951, p. 233.

The material just presented makes evident the fact that extension agents spend a large portion of their time conducting and attending meetings. Some of these meetings accomplish their purpose, while others might be considered unsuccessful. Since participation in extension work is voluntary and people do not have to attend extension meetings, attendance depends to some extent on the success of previous meetings. It is important that any meeting conducted by extension

agents regarded by the people who attended as being worthwhile. The remaining part of this chapter deals with meeting techniques which may aid in improving the many meetings held by county extension workers.

### The Meeting Chairman's Job

Often extension agents are called upon to act as chairman at a meeting or to train a local leader as chairman, and when such is the case the burden of making the meeting a success is squarely up to the agent. Helen Husted has prepared an excellent guide for chairman, and the following excerpts are taken from this guide.<sup>2</sup>

"All answers seem to indicate that the success of a meeting depends mainly on three things: (1) the psychological mood of cooperation which the chairman establishes from the start by his own attitude; (2) the adequacy of the preparation he has made for a particular meeting; and (3) the originality and inventiveness with which he adapts set procedures to the needs and talents of his own group.

"The chairman's position should not provide him a 'chance to shine', but a chance to get others to 'rise and shine'. The chairman should think of himself as the host of the party. He will give people what John Dewey calls the greatest satisfaction known to man - the chance to appear important."<sup>3</sup>

### Action Hints on Self-Preparation and Performance

1. Forget your own importance. The success of the meeting depends on everyone present.

2. This is not your chance to shine. Your role is to get others to rise and shine.
3. Be relaxed. Be at ease. Be yourself. You are not a school-teacher or a lion tamer, but the genial host of the party.
4. Set the style for sincerity. Say what you mean and mean what you say, and others will follow suit.
5. Give your members a chance to practice in the spotlight.
6. Listen actively, practicing platform telepathy.
7. Let your voice ring true.
8. Make facts and information on your subject available.
9. Prepare a working outline for your own use at the meeting. Keep it before you.
10. Make a time schedule and stick to it.
11. Keep your mind on the clock, but not your eye.

#### Action Hints on Preparing the Participants

1. Avoid confusion by determining the purpose of your meeting.
2. Study your group with a view to giving each one a share.
3. Train your team; select for each the job best suited to him.
4. Lead the shy by the hand until they gain confidence; then keep hold.
5. Give the loquacious so much to do they haven't time to interrupt; put some of them on the welcoming committee and they will get rid of the surface froth.
6. If you can't shoot the bores, work them to death.
7. Make the topic real to your group by providing visual aids and exhibits.

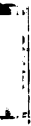


8. Be personal. Be enthusiastic. Be resourceful.
9. Use local talent in every possible way.
10. Be sure your meeting is well publicized in advance.

#### Action Hints on Conducting a Meeting

1. Allow time for social preliminaries during which members may become acquainted with each other as individuals.
2. Relax tension and overseriousness at the start with an apt joke or an amusing device.
3. Call the meeting promptly. Curtail the business session.
4. Make your presentation of the subject matter dramatic and personal. Introduce speakers briefly.
5. During the discussion period, muzzle yourself.
6. Draw forth comments and questions sympathetically and adroitly using applied psychology.
7. Hail the hecklers! Cheer the cranks! Unlock the flood-gates of self revelation - but watch out that you aren't swept away.
8. Let your final summary point out ways of turning talk into action.
9. In your desire to see results, don't make your members feel like guinea pigs.

A job which extension agents acting as chairman often have is that of introducing speakers. The success or failure of the speaker often depends upon how he is introduced to the audience and how the audience is introduced to him. Four points to be remembered in making introductions are:



1. What is said about the speaker must make the audience feel he is important to them now.
2. The introduction should create a suspense so the audience is waiting for the speaker and the speaker for the audience.
3. The speakers name should be the final, climatic word.
4. The person doing the introduction should provoke applause and remain standing until the speaker has taken his place.

#### The Discussion Leader's Job

Somewhat different from the job of meeting-chairman just described is the job of discussion-leader. A discussion-leader must, in addition to being able to act as chairman, be able to get his group to participate almost one hundred per cent in arriving at conclusions. Eugene Merritt has said, "Group discussion is a teaching technique that can be used to improve the thinking ability of those participating."<sup>4</sup>

The discussion leader should be able to get every member of his group participating by using such a device as the "Discussion 66" developed by Professor Don Phillips while at Michigan State College as Assistant Director of Extension in Charge of Adult Education.<sup>5</sup> This technique is applicable to innumerable group situations in which democratic participation is desired. Standard discussion

methods are not discarded. They are worked into the "Discussion 66" to allow everyone to "get into the act". The "66" is a technique which breaks groups larger than fifteen down into smaller groups to allow more effective participation.

The following procedure is used in employing the "Discussion 66":

1. A large group is divided into committees of no more than six people, each committee discussing the question or problem for approximately six minutes.
2. Each committee is encouraged to take a minute or two to get acquainted, to select a chairman who encourages contributions from everyone, and to select a secretary-spokesman who records and reports the groups' ideas.
3. A problem or issue carefully worded according to certain basic principles is presented for discussion.
4. When each person in a committee has expressed his opinion on the matter under discussion and it has been recorded by the secretary-spokesman, the committee selects the most valuable contribution for a report to the floor.

That, in essence, is the foundation for the "Discussion 66". Instead of a discussion controlled by a minority who volunteer contributions as time allows, the "66" allows time for all to participate, provides the target for discussion in the form of a carefully prepared, specific question and enables a synthesis of the thinking of each small group to be released for the benefit of all.

The size of the group and purpose of the meeting will determine the manner in which this technique is integrated into the rest of the program. The chairman from each of the small "66" groups can form a panel to report the results from each of their committees if the group is not too large. In larger groups the chairman might report directly to the main floor after which the committees' proposals or questions are discussed by a speaker or panel of experts. The "66" session can be fitted into varying types of programs and groups.

When the "Discussion 66" is used at conferences those attending are sometimes given the following directions on a card so that everyone is clear as to the method being used:

To work as a committee,

- A. You will need
  1. To get acquainted - know the others in your group.

2. A chairman - who encourages everyone to speak.
  3. A Secretary-Spokesman - who records and reports your group's ideas.
- B. After the question is stated by the leader, it is advisable to
1. Make certain that each member understands the question.
  2. Take a minute of silence for each member to screen out his best idea.
  3. Have each person state his best idea before there is any discussion.
  4. Make certain that the spokesman has recorded each idea.
- and finally -
5. Discuss the ideas as interest dictates.

A "Discussion Leaders Scorecard" has been prepared by C. L. Nash, Extension Specialist in Agricultural Economics at Michigan State College, which provides discussion leaders a fine check-up on their effectiveness in handling the job.<sup>6</sup>

The questions asked in the score card are as follows:

#### Preliminary Preparations

1. Was the seating arrangement right for good discussion?
2. Had the group been informed of the topic and furnished some information in advance of the meeting?
3. Did I as leader have a plan for developing the topic?
4. Was a feeling of informality established preceding the meeting?

#### Questions

1. Was the topic stated clearly at the start of the discussion?

2. Were questions asked in such a way as to,
  - (a) Bring out a thoughtful discussion of the topic?
  - (b) Encourage exploring all phases of the topic?
  - (c) Keep group interest on topic and prevent wandering?
  - (d) Present an unbiased opinion on my part?
3. Did the method of stating the question or tone of voice,
  - (a) Antagonize any member of group?
  - (b) Discourage anyone from taking part?
  - (c) Show any intolerance of other person's views?
  - (d) Indicate my personal opinion?

#### Attitudes

1. Did I maintain good humor and fair play in the group?
2. Did I injure anyone's feelings by using sarcasm?
3. Did members of the group feel free to participate?
4. Did I answer any questions that the group should answer?
5. Did I encourage discussion among members of the group?
6. Did I show sufficient appreciation of each individual's contribution?

#### Results

1. How many members took part? What per cent of those present?
2. Did any one member dominate the discussion?
3. Did I summarize frequently enough?
4. Did the discussion drag, or move too fast for results?
5. At the close of the discussion, were members anxious to continue?
6. Was the net result a clearer understanding of the topic under discussion?
7. What conclusions did the group arrive at?
  1. \_\_\_\_\_
  2. \_\_\_\_\_

8. How could I have handled the discussion more effectively?

1. \_\_\_\_\_
2. \_\_\_\_\_

### Group Dynamics

People who work with groups are daily becoming more conscious of the character of those groups. A comparatively new field of study - that of "group dynamics" - is developing an understanding of group organization, group production and group processes. Extension agents may find it helpful to study the book, The Dynamics of Group Discussion<sup>7</sup> which deals with many sociological and psychological aspects of group activity. The summary of this book lists these six points:

1. Let us bring in to the planning phases all persons who are expected to be integrated into a program. You are never easily integrated into my nicely prepared plans; you work energetically only on our plans.
2. Let us directly set out to discover the potential resources of each member of our group. Let us ask "What does your experience and interest permit you to contribute to this problem?" Let us ask it often. Maximum productivity is achieved only if members learn to respond to each other in terms of abilities to contribute rather than in terms of personal liking.
3. Let us make each new idea become the group's idea, thus ideas rather than personalities will be judged.
4. Let us consider each member as a "change-agent" with some responsibility for helping the group change its behavior. Thus each will have to assess



his own personal motivations. Each will have to become aware of the need for and direction of change. Each will feel obliged to help develop and carry out the plan and each will be anxious to measure the progress being made.

5. Let us appoint an "analyzer" who records and reports at frequent intervals what is going on. He evaluates processes rather than motions made, and thus each person becomes more conscious of group processes.
6. Let us establish a climate conducive to change. Let us cherish differences. If you give of your differences and welcome mine, then we both learn; but if we talk only about those things upon which we agree, what's the use of talking. Let us maintain a permissive atmosphere wherein we have no fear of ideas but where we expect to have each challenged and accepted only if it can stand scrutiny. On this basis we can "create a collective wisdom."<sup>8</sup>

#### Extension Meetings

Throughout the previous discussion it has been pointed out that the group members should be given an opportunity to take part in discussions. At times in extension meetings this does not seem to be feasible because specialists are present who have prepared speeches or agents have a certain amount of information which they wish to pass along to the group in the limited time available. The group-discussion process is slow and is much harder to put in effect than is the conventional speech-making process. However, it has been demonstrated by some extension agents that the best meetings are those in which the people feel they

have a part in deciding what shall be discussed and in arriving at conclusions.

Specialists are excellent resource people, and they like to discuss questions raised by the group. But at the end of a specialist's talk when the group is asked if there are any questions silence often reigns, or if someone does ask a question, he asks one which he is sure will not embarrass him by revealing his ignorance. In order to promote group thinking, group discussion, and an opportunity for specialists to discuss problems raised by the group, the following approach is suggested:

1. The resource person outline the problem area to provide the group with background information and stimulate their thinking, but not to give them all the answers.
2. The group then divide into smaller groups to decide on what questions to ask.
3. The resource person then should answer the questions or have a group member express his opinion on the question.

Commercial organizations would not begin to try and sell their products to groups under some of the conditions which extension agents try to sell improved practices. Commercial sales meetings are usually well staged productions,

with everything well planned, physical facilities carefully considered, visual aids used extensively, and every effort extended to make the meeting interesting. It is true that extension agents have neither the time nor facilities often available to commercial organizations, but certainly in this day when everyone is "meetinged to death" agents must make their meetings worthwhile and interesting or fail.

At the 1951 Junior Leadership School held in Kalamazoo the junior leaders attending listed as the number one problem faced by their club that of member behavior at club meetings. A closely allied problem which members of the State 4-H Council have considered is that of keeping older members in 4-H Club work. Mr. A. G. Kettunen offered a suggestion which would probably eliminate both problems when he said, "Make club meetings so interesting that members will not want to drop out."<sup>9</sup> Of course, this is not easily accomplished, but it has proven true in a great number of local clubs, and through leader training should prove true in almost every club.

The kind of meetings 4-H Clubs hold largely determines the success of the club. Good meetings will attract other boys and girls. As members become older, new and different things must be added, and at the same time keep within the interest range of younger members. A real variety of

activities in any 4-H meeting is always good. It should include something inspirational and social, besides the business and educational phases.

If songs, games, and interest-getters are omitted from meetings they are generally dull. Every phase of the meeting, including the business part, should move along rapidly with very little wasted time.

4-H Club meetings provide opportunities for 4-H Club members and leaders to plan, work, learn, and play together. These meetings can be and should be very interesting features of 4-H Club work.

One thing which has been found very helpful for those clubs participating is the 4-H Club Better Meeting Contest. This contest is open to every county, with county teams competing on a district basis, and district teams competing at the State Show. A number of 4-H Club workers feel this contest is one of the most worthwhile activities in the 4-H Club program because of the training given to the entire club and county which participates.

## Footnotes

1. John T. Stone, An Analysis of the County Extension Agents Job, an unpublished Ph.D. thesis, Harvard University, 1951, p. 232.
2. Helen Husted, A Chairmans Guide, Readers Digest Program Service, Pleasantville, New York, 1944, et passim.
3. Ibid., p. 4.
4. H. S. Johnson, Rural Discussion Groups, Extension Circular No. 112, Mississippi State College, 1940, p. 14.
5. Don Phillips, "Discussion 66", Office of Continuing Education, Michigan State College, East Lansing, 1949.
6. C. L. Nash, A Discussion Leaders Scorecard, Extension Folder No. F-78, Michigan State College, East Lansing, 1947.
7. D. M. Hall, The Dynamics of Group Discussion, Interstate, Printers and Publishers, Danville, Ill., 1950, p. 60.
8. Loc. cit.
9. A. G. Kettunen, oral communication.

## CHAPTER XXII

### LABORATORY EXERCISES

The laboratory exercises included in this chapter are designed to provide as much experience in the job facing county extension agents as the classroom situation under which the exercises are conducted will permit. These exercises are also designed to familiarize future extension agents with the thinking of people actively engaged in extension work as lay leaders, as non-professional staff members, and as county agents.

With few exceptions, the extension administrators and training specialists who have outlined pre-service training programs for extension students have recommended field training experience between the junior and senior years in college. The laboratory exercises included in this chapter of necessity cover only a few of the experiences a field training program could provide, and they do not constitute a satisfactory substitute for actual field work.

Since most male employees of the Michigan Cooperative Extension Service begin working as county 4-H Club agents, these laboratory exercises are largely designed to meet the needs of this job.

## EXERCISE I

## Visit to a County Extension Office

Office Visited \_\_\_\_\_ Date \_\_\_\_\_

County Agent \_\_\_\_\_

Home Demonstration Agent \_\_\_\_\_

4-H Club Agent \_\_\_\_\_

- - - - -

## A. Physical facilities:

1. Is office plainly marked? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_
2. Is telephone number easy to locate? \_\_\_\_\_  
How is it listed? \_\_\_\_\_
3. Is heating adequate? \_\_\_\_\_
4. Is ventilation adequate? \_\_\_\_\_
5. Is space adequate? \_\_\_\_\_
6. Is lighting adequate? (Take along a light meter  
and check the amount of light at each desk) \_\_\_\_\_
7. Is a good mimeograph machine available? \_\_\_\_\_
8. Is a good addressing machine available? \_\_\_\_\_
9. Are soil testing facilities available? \_\_\_\_\_
10. Is bulletin space adequate and convenient? \_\_\_\_\_
11. Is the "reception room" satisfactory? (benches,  
bulletin board, magazine table or rack.) \_\_\_\_\_  
\_\_\_\_\_

Draw a rough sketch of the office floor plan including arrangements of desks, files, counter and equipment and suggest possible improvements.

B. Secretarial staff.

1. Secretaries names (a) \_\_\_\_\_  
Years employed in office \_\_\_\_\_
- (b) \_\_\_\_\_  
Years employed in office \_\_\_\_\_
- (c) \_\_\_\_\_  
Years employed in office \_\_\_\_\_
2. What do they like about working in an extension office? \_\_\_\_\_  
\_\_\_\_\_
3. What do they dislike about working in an extension office? \_\_\_\_\_  
\_\_\_\_\_
4. Who does the following?
  - a. Serves as office manager? \_\_\_\_\_
  - b. Meets office visitors? \_\_\_\_\_



- c. Answers telephone? \_\_\_\_\_
- d. Takes dictation? \_\_\_\_\_
- e. Does filing? \_\_\_\_\_
- 5. Is a definite time of day set up for agents to dictate or give secretaries assignments? \_\_\_\_\_
- 6. Is a definite day of the week or month set up for secretaries to get out news releases? \_\_\_\_\_  
Monthly reports? \_\_\_\_\_
- 7. What procedure is used by secretaries in handling calls for agents when they are out? \_\_\_\_\_  
\_\_\_\_\_
- 8. Do you think the secretaries make the right kind of impression on the public in talking to them personally or over the phone? \_\_\_\_\_

C. Finances

- 1. Who pays agent's salaries? \_\_\_\_\_
- 2. Who pays secretaries' salaries? \_\_\_\_\_
- 3. Who pays for office rent and equipment? \_\_\_\_\_
- 4. Who pays for 4-H Club pins and awards? \_\_\_\_\_
- 5. Who pays agent's mileage and how much do they receive? \_\_\_\_\_

D. Extension agents

- 1. County agent:
  - a. Are office conferences held? \_\_\_\_\_

b. How many office visitors does he have on an average day? \_\_\_\_\_

Phone Calls? \_\_\_\_\_ Letters written? \_\_\_\_\_

c. What agricultural projects are being worked on now? \_\_\_\_\_  
\_\_\_\_\_

2. Home Demonstration Agent:

a. How many extension groups does she work with? \_\_\_\_\_

b. About how many of those groups are largely non-farm women? \_\_\_\_\_

c. What procedure does she use in giving training to groups? \_\_\_\_\_

d. What lessons were given this year which had above average appeal? \_\_\_\_\_  
\_\_\_\_\_

3. 4-H Club Agent:

a. How many clubs are there? \_\_\_\_\_ Members? \_\_\_\_\_  
School clubs? \_\_\_\_\_ Community clubs? \_\_\_\_\_

b. Does he have any areas where there are only a few club members? \_\_\_\_\_ Why? \_\_\_\_\_

c. Does he have a program printed for the year? \_\_\_\_\_

d. What are the big administrative jobs for him and how are they done? \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE II

## Planning a 4-H Club Program

The Kalamazoo County 4-H Club program will be used as an example in this exercise.

1. Analyzing the county situation.
  - A. Using available sources of information answer the following:
    1. Population of Kalamazoo County \_\_\_\_\_
    2. Population of Kalamazoo city \_\_\_\_\_
    3. Population of suburban Kalamazoo \_\_\_\_\_
    4. Number of towns having a population between 2,500 and 50,000? \_\_\_\_ Total population of these towns? \_\_\_\_\_
    5. Number of towns having a population of less than 2,500? \_\_\_\_\_ Total population of these towns? \_\_\_\_\_
    6. Rural population (not listed above) \_\_\_\_\_
    7. Number of farms \_\_\_\_\_
    8. Number of commercial farms \_\_\_\_\_
    9. Assuming that one-sixth of the total population of the county is of 4-H Club age, what is the 4-H Club membership potential? \_\_\_\_\_
  10. Considering the fact that Kalamazoo is a three

- agent county and considering the nature of the population, what would be your estimate of the number of members who should be enrolled in 4-H Club work? \_\_\_\_\_
11. How many members were actually enrolled in the county last year? \_\_\_\_\_
12. How many were enrolled in Dairy? \_\_\_\_\_  
 Crops? \_\_\_\_\_ Beef? \_\_\_\_\_ Swine? \_\_\_\_\_  
 Horse? \_\_\_\_\_ Vegetable Garden? \_\_\_\_\_ Flower  
 Garden? \_\_\_\_\_ Conservation? \_\_\_\_\_ Food  
 Preparation? \_\_\_\_\_ Food Preservation? \_\_\_\_\_  
 Sewing? \_\_\_\_\_ Knitting? \_\_\_\_\_ Handicraft? \_\_\_\_\_  
 Electrical? \_\_\_\_\_ Tractor? \_\_\_\_\_
13. What are the major sources of agricultural income in the county? \_\_\_\_\_
14. In what projects does it seem enrollments could be improved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Are clubs well distributed about the county or are some areas lacking clubs? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Should something be done about this situation?  
 \_\_\_\_\_ What? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## II. Analyzing last years 4-H program.

A. The following is a copy of the 1951 County 4-H Club Calendar, including state and national dates.

January	9	Service Club party
	15	County roller-skating party
	22	4-H Council meeting
February	3	Cherry Pie Contest
	15-17	Jr. Leadership School
	21	Leaders recognition banquet
March	1	Adult leader recreation school
	12	County roller-skating party
	19	Service club meeting
	22	Beef tour
	26	4-H Council meeting
April	5-7	Spring Achievement
	27	Dairy queen crowned at Farm Bureau dance
	28	Colt club tour
	30	Summer leaders meeting
May	1	Plowing contest (6 contestants)
	21	Service club meeting
	28	4-H Council meeting
June	1-3	Walden Woods (older youth camp, 6 delegates)
	8	Beef tour
	11	Clothing judging school
	20	Livestock judging school
	26-30	4-H Club Week (M.S.C., 12 delegates)
July	12	Poultry judging school
	18	Upjohn Horse-day
August	1	State Show eliminations
	4	Dairy judging tour
	5-10	County camp (78 campers)
	11	Horse eliminations (for State Show)
	13-14	Judging eliminations (M.S.C.)
	27	Swine tour
	28-31	State Show

September 5	County leaders meeting (Fair planning meeting)
24-29	County Fair
October 29	Leaders meeting
November 1	Service Club meeting
7	4-H Fall Achievement
29-31	International Livestock Show (8 4-H'ers)
December 4-7	Detroit Jr. Livestock Show
28	Beef tour

B. After examining the preceeding calendar, answer the following, using as reference material the activity calendars prepared by two other 4-H Club agents.

1. Were sufficient leader training meetings held in Kalamazoo County? \_\_\_\_\_
2. Were sufficient officer training meetings held? \_\_\_\_\_
3. Were sufficient meetings or tours held in the various projects? \_\_\_\_\_
4. Were sufficient recreational activities held? \_\_\_\_\_
5. Would this program appeal to rural non-farm and urban members? \_\_\_\_\_

C. From the above study you should have reached some conclusions and have ideas for improving the county program which you can suggest to the program

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planning committee (or better still, ideas which you can lead members of the program planning committee into suggesting.) Wherein can the Kalamazoo County 4-H Club program be improved to reach and help a larger number of the boys and girls? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_





## EXERCISE III

## Planning a Series of 4-H Leader Training Meetings

In laboratory exercise number II consideration was given to the 4-H Club program in Kalamazoo County. When considering methods of improving the 1951 program, which was listed on page 324, you probably reached the conclusion that more leader training would be advisable. In this laboratory exercise you will have the task of planning a series of three leader training meetings, for winter project leaders, Jr. leaders, and community club leaders. (As a point of interest, this was the number of training meetings which were planned by the 4-H program committee in Kalamazoo County for 1952. Three meetings were also planned for summer leaders.)

- - - - -

1. Set dates for the three meetings.

(Assume that the dates for the County Fair, Fall Achievement, Leaders' Banquet, and Spring Achievement are the same in this year for which you are planning as they were in the 1951 program shown on page 324.

- A. In order to establish dates you will first want to have in mind what projects are going to be carried and promoted. You may assume that projects for the following year will be about the same as they were

the past year unless you are doing something to promote certain projects.

Winter Projects and Enrollments

Carried in 1951	Goal for 1952
Sewing _____	_____
Knitting _____	_____
Handicraft _____	_____
Electrical _____	_____
Conservation _____	_____
Tractor _____	_____
_____	_____
_____	_____

B. Arrange your schedule for training meetings. Fit the dates into the calendar which includes the following 4 fixed dates.

September	County Fair
October	Fall Achievement
January	Leaders Banquet
April	Spring Achievement

II. Plan Meetings.

A. What are your main objectives for each meeting?

Meeting 1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Meeting 2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Meeting 3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Outline the agenda for each meeting, using as reference the various materials available from the 4-H Club department, such as:

1. Guideposts for local leaders.
2. Michigan leaders manual for 1947.
3. Project requirements bulletin.
4. Project bulletins.
5. Suggested outline for a series of meetings with new and first year leaders. (Mimeographed)
6. The book - "4-H Story".

You may want to include some of the following in each meeting:

1. Demonstrations.
2. Panel discussions.
3. Movies.
4. Slides taken of county activities.
5. Group singing.
6. Recreation.

7. Reports from leaders or members who attended some major 4-H event or won major awards.
8. Refreshments.
9. Review of the county program.
10. Review of the awards program.

Give subjects of talks and demonstrations, and titles of films, etc.

If you decide to break the entire group into project groups, list the larger group and state what training they will be given, for example:

(example)  
Meeting 1.

<u>Group</u>	<u>Training</u>
Electrical	Sources of material, suggested articles to make.

Agenda for Meeting 1.

Agenda for Meeting 2.

Agenda for Meeting 3.

## EXERCISE IV

## Panel Discussion

A panel discussion by local 4-H Club leaders with a class member serving as chairman. The topic, "A local leader's role in the county 4-H Club program."

- - - - -

This is your opportunity to get local leaders to "let their hair down" and frankly discuss some problems which are of vital concern to 4-H Club agents. You will have questions of your own which you would like to have answered, and the following questions are offered only as guides. (Remember, the Home Demonstration Agent and County Agent also work on the 4-H program.)

1. Do leaders feel they are well enough "paid for their efforts?" \_\_\_\_\_
2. What are some ways that agents and club members have found of letting leaders know their efforts are appreciated?  
\_\_\_\_\_  
\_\_\_\_\_
3. How do leaders get into the job of leading a club? \_\_\_\_\_
4. How long should an agent or club expect a leader to continue in the job? \_\_\_\_\_

5. What are the biggest problems of leaders and how can agents help in solving them? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Do agents expect too much from leaders in the way of committee work and special assignments? \_\_\_\_\_

Do they expect enough? \_\_\_\_\_

7. What do leaders like to have agents do and say when they go to local 4-H Club meetings? \_\_\_\_\_

\_\_\_\_\_

8. Are leaders given enough training? \_\_\_\_\_

9. Is the county leaders organization helpful to the leaders and clubs? \_\_\_\_\_

\_\_\_\_\_

10. Do the leaders feel that the county 4-H Club programs can be expanded? \_\_\_\_\_ If so, how? \_\_\_\_\_

\_\_\_\_\_



## EXERCISE V

## County Extension Office Administration

## 1. 4-H Allocation Account.

On or about July club agents will get a letter from the state 4-H Club office informing them that the State Board of Agriculture has appropriated a certain amount of money to the county for 4-H Club use, based on the previous years project completions. The agent will start a new page in his allocation account record book as of July 1, and he will know exactly how much he has to spend for the year.

Assume you are in a county as club agent and that you receive notification that you had been granted \$600 for the coming year's operations. Assume furthermore that the previous agent had managed to build up a backlog of \$300 in the account, thus enabling you to write checks in payment of bills as soon as they are incurred.

Assume you spent allocation funds for the following (after checking the allocation explanation booklet to make sure the expenditures were justifiable):

1. August 2, \$100 to the county camp to pay \$1 on each of 100 campers fees.
2. August 10, \$25 to A. G. Kettunen for expenses of 5 delegates at judging eliminations.

3. August 10, \$5 to Joe Jones for transportation of 5 delegates to judging eliminations.

Make proper entries in the allocation account book and prepare the summary and listing sheets to be sent in to the state 4-H Club office. Information on how to do these things may be found in the allocation explanation booklet available from the state 4-H Club office. (Copies of allocation account book pages, summary sheets, and listing sheets are included in Appendix II.)

II. 4-H Club records.

At the end of this exercise is a beef project enrollment sent in by the "Munith Rockets" 4-H Club. From this starting point the following would be done in the county extension office before fair time in September.

A. To be done right after the enrollment is received:

1. Supplies would immediately be sent to the project leader. What supplies would be sent? \_\_\_\_\_

\_\_\_\_\_

2. Three copies of the enrollment would be typed (If the copy made out by the leader is used only two more need to be typed). What would be done with these?

Copy 1 \_\_\_\_\_

\_\_\_\_\_

Copy 2 \_\_\_\_\_

Copy 3 \_\_\_\_\_

3. Enter necessary information on the members record cards. (A copy of the members record card is included in Appendix III.)
4. Enter necessary information on the leaders record card. (Many counties use a members record for this purpose.)

B. To be done about 3 weeks before fair time.

1. Send leaders project reports for members, providing they had not been sent at the beginning of the project season. When should they be returned to the extension office? \_\_\_\_\_  
What would be done with them? \_\_\_\_\_
2. Send leaders a copy of the enrollment which was typed when sent in by the club. What instructions would the leader be given as to how to fill them out and when to return them? \_\_\_\_\_
3. Send leaders rating sheet to leaders. Would these be returned by each project leader or

the community club leader? \_\_\_\_\_

Why? \_\_\_\_\_

4. How would you arrange for fair entries? \_\_\_\_\_

5. Make out an achievement certificate for Betty Brown. (A copy of the achievement certificate is included in Appendix II.) This certificate would be given to Betty along with her 3rd year pin at fall achievement which follows the fair.

C. Assume the fair and fall achievement have now passed, with the following results:

Betty Brown showed the Grand Champion Angus, received a trophy from an Angus Breeder, and was placed on the County Honor Roll.

Dave Davis did not complete his project.

When the enrollment and summary sheet was returned by Joe Jones, the project leader, it showed the following information in the summary section

	Comp. Quit Didn't start	Acres or Sq.Ft.	No. Articles, bushels, animals.	Value \$	Cost \$	Pin Award	Remarks
Betty Brown	Comp.		2	800	500		
Dave Davis	Quit						

1. Place the proper information on the members record cards.
2. Assuming that this was the only club having any beef projects, make out the county summary sheet for 4-H Clubs. (A copy of the county summary sheet is included in Appendix IV.)

How many of these sheets are made out? \_\_\_\_\_

What is done with them? \_\_\_\_\_

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## EXERCISE VI

## Visual Aids

Pair-up with a class mate to make a two-man demonstration team for preparing and presenting a demonstration of techniques in using audio-visual aids. These demonstrations should be carried out in the approved 4-H Club demonstration manner as suggested in the mimeographed instructions prepared by the state 4-H Club office.

The book, "Audio-Visual Methods in Teaching" by Edgar Dale, which is available through the library, provides an excellent reference for most of these demonstrations.

One of the following demonstrations should be presented by each team.

1. Demonstration in the care and use of a movie projector. Material for this demonstration is available through the Extension Visual Aids Specialist and the local Bell-Howell equipment distributor.
2. Demonstration in the technique of taking and using colored 35 mm. slides. Material for this demonstration is available from The Extension Visual Aids Specialist and Eastman Kodak and Ansco distributors.
3. Demonstration in the care and use of a strip film and slide film projector. Material for this demonstration

is available through the local Eastman-Kodak distributor and the Extension Visual Aids Specialists.

4. Demonstration in the care and use of a tape recorder. Material for this demonstration is available through The Extension Visual Aids Specialist.
5. Demonstration of the techniques of preparing and using a flannel-graph. Instructions in this technique are found in U.S.D.A. Extension Folder 101 (1-50). Instructions are also given in the Report of Federal Visual Aids Work Shop, April, 1950, entitled "Seeing is Believing". Some materials may be available through the Department of Continuing Education.
6. Demonstration of exhibit preparation techniques. The Extension Visual Aids Specialist is an authority on exhibits and can provide many useful suggestions and materials. U.S.D.A. Misc. Pub. 634, entitled "Educational Exhibits - How to Prepare and Use Them", also provides excellent suggestions.
7. Demonstration in the preparation and use of home-made charts and graphs - especially the dry-ink pen.

## EXERCISE VII

## Extension News Writing and Radio Script Writing

- I. Write a newspaper article on one of the leader training meetings which you planned in laboratory exercise No. III. Write either a story which would be sent to the papers about a week before the meeting or a follow-up of the meeting.
- II. Prepare a two minute radio script on a county-wide 4-H Club or adult extension tour.

The broadcast could be prepared for presentation either before the event or as a follow-up.

Tape recordings will be made as you read these scripts in a simulated broadcast, and played back to help you improve your radio technique.



## EXERCISE VIII

## Personal and Circular Letter Writing

1. Prepare a circular letter on the county-wide tour for which you prepared a radio script in the previous laboratory period. Remember that pictures and a map might improve the letter.

II. Write a letter to one of the gentlemen who wrote you the following letters:

A. Dear County Agent:

Could you tell me the best way of seeding Birdsfoot trefoil in this area (Ingham County)? I read in my farm magazine last month that it would grow when fertility is low and my farm is in bad shape and I don't want to fertilize just now.

Very truly yours,

John Doe

B. Dear County Agent:

Would you please tell me how my boy, age 12, and my girl, age 9, can get into 4-H Club work?

Very truly yours,

John Smith

## EXERCISE IX

Talks on 4-H Club Work and Other Phases of the Extension  
Program by Class Members

Agents are called upon to talk before various groups on an average of two or three times every week. New agents frequently find these occasions to be somewhat difficult because of a lack of experience in public speaking and a lack of experience in extension work. This laboratory exercise is designed to provide class members experience in both of these fields.

- - - - -

Prepare for presentation before the class a 5 minute talk which is to be given under one of the following simulated situations (the use of visual aids is strongly recommended).

1. A local 4-H Club has only recently organized and finds that the leaders, members and parents all lack an understanding of the objectives, principles, and methods of 4-H Club work. The club invites you to their regular monthly meeting to "tell about 4-H Club work". Parents are urged to attend, and of course this means there will be a number of boys and girls under club age attending also.

2. A community 4-H Club leader calls you and reports that in spite of all he or she can do the members do not

show interest or attention at the monthly club meetings, and the project groups are all far behind. The way things are going it looks as though one of the well established clubs in the county is about to "fold up". The leader would like to have you come out to the next community club meeting and instill new spirit into the club.

3. A local service club invites you to their noon luncheon to tell about 4-H Club work. You may safely assume that the members of this club which consists of the town's business men know very little of 4-H Club work.

4. A local Farm Bureau group is having a series of speakers from various governmental agencies which deal with farm interests. You are invited to discuss the cooperative extension service.

## EXERCISE X

## Visit to a County 4-H Club Achievement Day

- I. The exhibit.
- A. How were handicraft articles displayed? \_\_\_\_\_  
\_\_\_\_\_  
Could you suggest improvements? \_\_\_\_\_  
\_\_\_\_\_
- B. How were sewing articles displayed? \_\_\_\_\_  
Could you suggest improvements? \_\_\_\_\_  
\_\_\_\_\_
- C. Were there any eye catchers? \_\_\_\_\_ If so, what? \_\_\_\_\_  
\_\_\_\_\_
- D. Were achievement booths well displayed? \_\_\_\_\_  
\_\_\_\_\_
- E. Was there anything to tell the public and prospective members about the organization? \_\_\_\_\_  
\_\_\_\_\_
- F. How were exhibits marked by the judges? \_\_\_\_\_  
\_\_\_\_\_
- II. The program
- A. Was a well organized, printed program available to everyone attending? \_\_\_\_\_
- B. Did club members carry out a large part of the program? \_\_\_\_\_

C. Was suitable recognition given to leaders for the part they played in making achievement possible?

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D. Was the program too long?\_\_\_\_\_ How could it have been shortened or lengthened?\_\_\_\_\_

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E. Do you feel that members other than the dress review girls received adequate recognition?\_\_\_\_\_

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F. How could the program be improved?\_\_\_\_\_

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### III. Organization.

A. Was the 4-H Club agent free of any definite responsibility so he could handle unexpected problems?\_\_\_\_\_

B. Was the leader committee work adequate?\_\_\_\_\_

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C. How could the organization be improved?\_\_\_\_\_

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## EXERCISE XI

## 4-H Recreational Programs and Observances

In your laboratory exercise on program planning (No. II) you probably reached the conclusion that the Kalamazoo County recreational program should be expanded. (As a point of interest, when the 4-H program committee of the county met to plan the program for 1952 they decided there should be one county-wide recreational activity each month, and that the county should also participate in the state talent and soft-ball programs.)

In this laboratory period, Arden Peterson, Assistant State 4-H Club Leader in charge of recreation, will review the various 4-H recreational programs conducted on the county, state and national level.

- - - - -

## A. Adult leaders recreation schools.

1. When are they held? \_\_\_\_\_
2. How many leaders attend from a county? \_\_\_\_\_
3. What is the purpose of these schools? \_\_\_\_\_  
\_\_\_\_\_
4. How may an agent best use the leaders who attended a school? \_\_\_\_\_
5. Comments. \_\_\_\_\_  
\_\_\_\_\_

**B. Junior Leadership Schools.**

1. When are they held? \_\_\_\_\_
2. How many junior leaders attend from a county? \_\_\_\_\_
3. How are they selected? \_\_\_\_\_
4. What is the purpose of these schools? \_\_\_\_\_  
\_\_\_\_\_
5. How may an agent best use the junior leaders who attended? \_\_\_\_\_
6. Comments. \_\_\_\_\_  
\_\_\_\_\_

**C. Older Youth Camps.**

1. When are they held? \_\_\_\_\_
2. How many older club members attend from a county? \_\_\_\_\_  
\_\_\_\_\_
3. How are they selected? \_\_\_\_\_
4. What is the purpose of these camps? \_\_\_\_\_  
\_\_\_\_\_
5. Comments. \_\_\_\_\_  
\_\_\_\_\_

**D. 4-H Club Week, Camp Shaw, and Gaylord Camp.**

1. When are they held? \_\_\_\_\_
2. How many delegates attend from a county? \_\_\_\_\_
3. How are they selected? \_\_\_\_\_  
\_\_\_\_\_

4. What is the purpose of these events? \_\_\_\_\_  
\_\_\_\_\_

5. Comments. \_\_\_\_\_  
\_\_\_\_\_

E. Camp counselor training schools.

1. When are they held? \_\_\_\_\_

2. How many delegates attend from a county? \_\_\_\_\_

3. How are these schools conducted? \_\_\_\_\_  
\_\_\_\_\_

4. Comments. \_\_\_\_\_  
\_\_\_\_\_

F. 4-H Club Sunday.

1. What help is given to counties in observing this  
day? \_\_\_\_\_

2. How do some counties observe the day? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

G. 4-H Conservation Camp.

1. When is it held? \_\_\_\_\_

2. How many delegates attend from a county? \_\_\_\_\_

3. How are they selected? \_\_\_\_\_

4. What is the purpose of this camp? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Comments. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## H. Club Congress.

1. How many delegates from the state? \_\_\_\_\_  
\_\_\_\_\_
2. How are they selected? \_\_\_\_\_  
\_\_\_\_\_
3. Comments. \_\_\_\_\_  
\_\_\_\_\_

## I. National 4-H Club Camp.

1. How many delegates from the state? \_\_\_\_\_
2. How are they selected? \_\_\_\_\_  
\_\_\_\_\_
3. Comments. \_\_\_\_\_  
\_\_\_\_\_

## J. Share-the-fun program.

1. What is the purpose of this program? \_\_\_\_\_  
\_\_\_\_\_
2. Who sponsors it? \_\_\_\_\_
3. How is it sponsored on the county level? \_\_\_\_\_  
\_\_\_\_\_  
State level? \_\_\_\_\_  
\_\_\_\_\_  
National level? \_\_\_\_\_  
\_\_\_\_\_
4. Comments. \_\_\_\_\_  
\_\_\_\_\_

## K. Softball program.

1. How is this conducted on a county level? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

State level? \_\_\_\_\_

\_\_\_\_\_

2. Comments. \_\_\_\_\_

\_\_\_\_\_

## L. County recreational activities other than those mentioned above.

1. Dances and fun nights.

Comments. \_\_\_\_\_

\_\_\_\_\_

2. Roller skating parties.

Comments. \_\_\_\_\_

\_\_\_\_\_

3. Snow parties.

Comments. \_\_\_\_\_

\_\_\_\_\_

4. County camp.

a. How long does it run? \_\_\_\_\_

b. How should it be organized? \_\_\_\_\_

\_\_\_\_\_

c. What should be included? \_\_\_\_\_

\_\_\_\_\_

d. Comments. \_\_\_\_\_  
\_\_\_\_\_

5. County picnics.

Comments. \_\_\_\_\_  
\_\_\_\_\_

6. County tours and trips.

Comments. \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE XII

## Panel Discussion by the Agents

Panel discussion by a county agent, home demonstration agent and 4-H Club agent with a class member serving as chairman. The topic, "Working together to do a more effective county extension job."

This laboratory period provides you an opportunity to clear up any confusion which may exist as to who does what in a county extension office. The following questions serve only as guides, and each class member should be prepared to ask the panel members at least one additional question.

- - - - -

1. What does the county agent feel is his main duty? \_\_\_\_\_  
\_\_\_\_\_
2. Where does the county agent fit into the home agent's and 4-H Club agent's program? \_\_\_\_\_  
\_\_\_\_\_
3. Does the county agent feel office conferences are worthwhile? \_\_\_\_\_
4. What does the home agent feel is her main duty? \_\_\_\_\_  
\_\_\_\_\_
5. Where does the home agent fit into the county agent's and 4-H Club agent's programs? \_\_\_\_\_  
\_\_\_\_\_

6. What does the 4-H Club agent feel is his main duty? \_\_\_\_\_  
\_\_\_\_\_
7. Where does the 4-H Club agent fit into the county agent's and home agent's programs? \_\_\_\_\_  
\_\_\_\_\_
8. Do the agents feel that the various phases of the county extension program play supporting or competitive roles?  
\_\_\_\_\_
9. How do the agents arrange to get all of their office work done with limited secretarial help? \_\_\_\_\_  
Is there a priority system? \_\_\_\_\_  
\_\_\_\_\_
10. In the heat of major events such as achievements and fairs, the nerves of agents must get on edge. How do they keep from saying the wrong things to each other and cooperators? \_\_\_\_\_  
\_\_\_\_\_

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## SUMMARY AND SUGGESTIONS FOR FURTHER STUDY

To successfully conduct their job, county extension workers must have special training in a large number of specialized fields. This study made an attempt to provide senior extension students who had already received a course in the history, organization, and relationships of the extension service, with a training course in methods of organizing and conducting a county extension program. Since most new male employees of the extension service in Michigan begin working as county 4-H Club agents, this study placed special emphasis on training which would best meet the requirements of this job.

Since a fundamental objective of extension work is the development of people, much of the material of this study was concerned with leadership and methods of organizing people. Projects, such as gardening, were considered important only as they contributed to the general welfare and development of people. The idea was held throughout that it is not what Johnnie does to the wood--it is what the wood does to Johnnie.

Effective extension teaching entails the skillful use of many teaching methods. Radio, press, demonstrations, and all the rest are carrying the extension story to the people with a degree of success somewhat proportional to the ability of extension agents to use the methods, as well

as to the extent they are used. This study has outlined the place of methods used by extension, and has provided suggestions to aid in using these methods effectively.

#### The Need For Further Study

This study was largely limited to the literature available which dealt with subjects under consideration, and such literature was extremely meager in some cases. For instance, no literature at all was available on the comparative effectiveness of various types of 4-H Club leader organizations, although in the opinion of some extension workers there is a decided difference. If the pre-service training course for extension seniors is to become as effective as its importance to the extension program demands, further study on many of the subjects which were included in this course outline is needed. Some of the areas where additional study seems to be needed are:

1. Methods of developing extension organization in disorganized areas.
2. Methods of program planning which could be and would be used by Michigan agents.
3. Methods of securing and training volunteer local leaders.
4. Methods of unifying the three phases (Agriculture, Home Economics, and 4-H Club) of the county extension program.



5. Comparative effectiveness of project 4-H Clubs and community 4-H Clubs in developing boys and girls.
6. Comparative effectiveness of the various types of 4-H leader organizations.
7. Methods of organizing and working with urban and suburban boys and girls.
8. Methods of organizing and working with older rural youth.

#### The Need For Additional Training

Several states now have a pre-service training program for senior extension students which includes two or three months of field experience between the junior and senior years. The writer, as a result of the work done in this study, feels that such a program of field training should be included in the Michigan program because, (1) much of the content of the senior course would have a real meaning and importance to the student only after experience, and (2) the number of duties and responsibilities of county extension workers is so great that a four-hour course can not hope to cover even the essentials.

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## APPENDICES

- I. 4-H ENROLLMENT AND SUMMARY SHEET
- II. 4-H CLUB MEMBER'S RECORD CARD AND  
CERTIFICATE OF ACHIEVEMENT
- III. 4-H CLUB ALLOCATION FORMS
- IV. COUNTY SUMMARY SHEET FOR 4-H CLUBS



1



## INSTRUCTIONS

### TOP SECTION

Fill in as complete as possible.

When several leaders are listed, indicate in front of name whether they are — "Co.", "Assistant" or "Junior" leaders.

If leaders are responsible for special projects, indicate where projects are listed.

---

### LOWER SECTION — Instruction on each column.

**Name of Club Member** — Use complete name rather than "nickname".

Group according to project in which they are enrolled, leaving a line between each project group. Example: List all poultry members, then all potato members, etc. Each project group should be in **alphabetical order**.

Club members carrying more than one project, such as garden and foods, would be listed twice, once in the garden group and again in the foods group.

**Post Office Address** — Be sure to give complete address, including route number or street and number.

**Parent's Name:** List first name of father such as "James". In some cases it may be the mother's name that should be listed.

If guardian or foster parents — then list both first and last name.

**Age** — For winter projects list age of member as of January 1; for summer projects July 1.

**Grade in School** — For winter club members list present grade in school.

For summer club members indicate grade in which they will enroll in the fall.

**Calendar Years in Club Work** — Give total number of the different calendar years in which member has completed one or more projects. Include this year. If a member has completed projects in three different calendar years, then he would be listed as 4th year in this column.

**Project and Division** — List project in which member is enrolled; handicraft, dairy, etc.

Division within a given project should be listed if there is one. Example: Clothing — Wool — "Clo — W". In livestock — breeding or market division.

**Year in this Project** — List the year the member is enrolled in this particular project.

**Variety** — Name variety of crop grown. Example: potatoes — Irish Cobbler.

**Breed** — Specify what breed of livestock and whether registered (R) or grade (Gr). Example: Holstein — R.

**Comp., Quit, Didn't Start** — At the end of the project year for each member indicate:

"Comp." — if project completed

"Quit" — started work but dropped out

"D.S." — enrolled but dropped before work started

**Acres or Square Feet** — In crops projects indicate areas of land involved. In garden projects indicate land in square feet.

**No. Articles, Bushels, Animals, etc.** — Report number of units in member's completed project.

**Value and Cost Columns** — This information is taken from the project report blank.

**Pin Award** — This column is used by the Extension Office.



# Certificate of Achievement



## Boys' and Girls' Club Work

STATE OF MICHIGAN

Michigan State College and the United States  
Department of Agriculture Co-operating

This Is To Certify, That \_\_\_\_\_ has  
successfully completed the \_\_\_\_\_ years requirements of the \_\_\_\_\_  
project for the year \_\_\_\_\_, and is now awarded this Certificate of Achievement.

Signed

*W. Kottunent*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

State Club Leader.

County Club Agent.

Local Club Leader.

Date \_\_\_\_\_

### COUNTY 4H CLUB MEMBER'S RECORD

NAME \_\_\_\_\_ P. O. ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

PARENTS NAME \_\_\_\_\_ COMMUNITY \_\_\_\_\_

AGE	CALENDAR YEAR	PROJECT	C OR INC.	YEAR IN PROJ.	ACHIEVEMENTS AND REMARKS

FILE ACTIVE MEMBERS BY CLUBS. FILE INACTIVE MEMBERS ALPHABETICALLY. MLIT-69













**LISTING SHEET  
4-H CLUB AWARD STATEMENT**

**A - Event:** \_\_\_\_\_ **D - County:** \_\_\_\_\_  
**B - Place:** \_\_\_\_\_ **E - Date:** \_\_\_\_\_  
**C - This form submitted by:** \_\_\_\_\_

No.	To Whom Paid	Address	Explanation of Expense	Individual Trophy Awards	Show Premiums	Camp Awards	Tour and Trip Awards	Banquet Awards	Club Awards	Program Expense for All Co. Events
1.				\$	\$	\$	\$	\$	\$	\$
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
<b>TOTAL</b>				\$	\$	\$	\$	\$	\$	\$

DATE SUBMITTED \_\_\_\_\_ ACCOUNT NUMBER \_\_\_\_\_  
( For State Office Use )

**SUMMARY STATEMENT  
MICHIGAN 4-H CLUB ALLOCATION AWARD STATEMENT**

COUNTY \_\_\_\_\_ DATE \_\_\_\_\_

SUBMITTED BY: \_\_\_\_\_

\_\_\_\_\_  
Name Address Title  
\_\_\_\_\_  
Name Address Title

Date	Event	Number Attending	Individual Trophy Award	Show Premium	Comp Award	Tour and Trip Award	Banquet Award	Club Award	Program Expense for All County Event
			\$	\$	\$	\$	\$	\$	\$
	TOTAL		\$	\$	\$	\$	\$	\$	\$

STATE OF MICHIGAN, } ss: GRAND TOTAL \$ \_\_\_\_\_  
County of \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_  
being duly sworn, each for himself; depose and say that he, she, they is, are  
\_\_\_\_\_ and \_\_\_\_\_

respectively, of the \_\_\_\_\_  
that he, she, they has, have read the foregoing in its entirety, that each and every statement therein contained is true and correct; and that the attached list of premium winners, together with all of the information therein contained, is likewise true and correct.

Subscribed and sworn to before me, a notary public in and for said county, this \_\_\_\_\_  
day of \_\_\_\_\_, A. D., 19\_\_\_\_\_.

(Seal)

Notary Public

County

My commission expires \_\_\_\_\_

Approved \_\_\_\_\_  
Month Day Year

State Club Leader

Approved \_\_\_\_\_  
Month Day Year

Director, Department of Agriculture

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Fe 7 '54

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