

Points of View

Ends and Means

The business of the 4-H Club Agent is youth education. The actions of youth reflect upon educational enterprises such as 4-H Club work that claim to perform an educational role.

Education is concerned with ends and means. An example of an end in 4-H work is the development in youth of a positive view of themselves as persons. Ends involve making value judgements about the kinds of behavior we should be developing in our clientele. The means are methods used to accomplish the ends decided upon. Examples of means or methods used in 4-H are club meetings, demonstrations, tours, and projects. We in Extension education seem preoccupied with means at the expense of ends. We are greatly concerned about the number of people who attend meetings, enroll in programs, or visit our office. We have too little concern for the effect the methods have in changing the behavior of those who partake of our offerings.

Logically there can be no coherent means without an end-in-view. If this is true, then a 4-H program without identified ends (objectives) is incoherent and disjunct. Determining ends involves studying social data to ascertain the appropriate behavior for youth. These behaviors must be limited to those that can reasonably and objectively be achieved through volunteer youth programs.

This brings us to the subject matter competencies of the 4-H agent—the person responsible for means and ends. If our function is to change behavior, our first competencies should deal with that function. The learning process is inherent in the function of changing behavior. This process is vital as we train leaders and develop programs to accomplish behavior changes decided upon (goals and objectives). It behooves us to understand learning theory as a fundamental competency. It is from

this base that thoughts about teaching must evolve. All 4-H activities must be planned to provide experiences that will accomplish certain ends. The experience represents the means and must incorporate what we know about how people learn if it is to be effective in changing behavior in the desired direction.

Each person learns at his own rate or level. Also, behaviors to be developed vary for different age groups. Therefore, different means must be used to fulfill proper ends. Because in youth work we deal with youth of different ages, we must have some expertise in the growth and development process. Such knowledge of learning and growth and development is necessary but not sufficient as subject matter for the decision-making process leading to determination of educational ends. In order to decide on suitable ends, a 4-H worker also needs social data. He must be able to find, interpret, and utilize this data to select appropriate goals and objectives for 4-H programs. Further, he must be able to intelligently select the most efficient and appropriate means to achieve these goals and objectives. The subject matter relating to ends and means is drawn from education, psychology, and sociology.

Once the appropriate ends have been established, the youth worker faces the task of building an organization which will permit him to select and implement the appropriate means. Specifically, he must meet established objectives for the organization and the needs of the people within, a formidable task but one which must be accomplished if a successful program is to evolve. The present organization is 4-H, the objectives are the ends determined by the youth worker and his clientele, and the people within the organization are 4-H leaders and members.

Specific administrative tasks to be performed by the youth worker include planning, organizing, recruiting, staffing,

training, coordinating, communicating, and budgeting. The most successful administrators spend considerable time on planning. They "give away" most of the job to other capable people. So it is with the Extension youth worker. He must spend more energy on determining appropriate ends and in developing an organization that can bring about these ends.

In conclusion, let us note that the business of 4-H agents *focuses on youth*, not on projects and things. The subject that provides the appropriate focus is found in the disciplines of *education, psychology, sociology, administration, and management*.

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Word of Caution

I have read with much interest the article "Adapting to Resource Development," by Gary W. King and Emory J. Brown, in the Fall, 1966 issue of the *Journal of Cooperative Extension*. I commend these authors on their analysis of the Extension role in Resource Development.

For years many county Extension workers have played an important role in Resource Development as we understand it—even before the term was coined. I certainly agree that Extension must be involved in Resource Development and that the new emphasis is one of degree rather than kind.

I believe we should be extremely cautious, however, not to forget that primarily agricultural Extension is to serve agriculture, and the need for agricultural Extension is just as great and will continue to be as great as it ever has been. We cannot afford to get bogged down in administration of action programs as our role is that of education.

Most county Extension workers already have a full-time job working with agricultural people and if we are to do what is expected of us, additional trained personnel must be made available to assist in this enlarged area of service to more people. I definitely feel that the Extension Service, as it is set up and if given the proper trained personnel, is in an excellent position to provide

educational leadership in both rural and urban areas as a University-wide program.

F. M. JONES

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Long Tenure Always Desirable?

The article "Improving Agent Selection," Winter issue of the *Journal*, does not specifically say so but implies that length of tenure is a measure of success of county Extension workers. Although I am one who has stayed around several years I feel that many of our most effective workers move on in less time. It is true that it costs money to recruit and train new workers, but it may be easier and cheaper to find a new worker who gets a program moving than it is to awaken a Rip Van Winkle from a 20-year snooze.

Extended tenure has its merits. The study helps to identify those who are comfortable in Extension, not necessarily those who are effective. I would not agree that we should always look for personnel who will stay with us for a long time if we are interested in getting a job done. What I am trying to say is that long tenure is desirable but should not be mistaken for success.

VIRGIL N. SAPP

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Survey Results Misleading

In the Fall, 1966 issue of the *Journal* there was an article by Win M. Lawson and Howard M. Dail dealing with sources of information for farmers.

For several years I have noted comments along these same lines in other surveys. These surveys do not give Extension a just rating as a source of information for farmers.

I agree with the findings in the surveys mentioned in the *Journal* article about where farmers get information. However, I wonder how the fertilizer dealer or commercial man would rank without a product to sell or without the profit motive. Too, I wonder what part of the farmers who listed fertilizer dealers as their main source of information were bargain hunters.

Research is the Extension worker's guide. Its results must be complete and proven facts. He cannot recommend

a promising product. However, a dealer can sell on the basis of what a product might indicate on first trial.

Suppose only successful farmers were surveyed. I am sure this data would improve Extension's status as a source of information. I am also sure the information the farmer receives would be more lasting.

The fertilizer dealer is the last man to contact a farmer at the time of his purchase. Substituting sometimes occurs at this time and is taken for a recommendation.

F. K. AGEE

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Double Yield

The *Journal of Cooperative Extension* produces a double yield for me. It is an excellent source of current research results from the behavioral sciences for my own professional development. In addition, I find the *Journal* an essential

reference for the courses I teach in Extension Education. In Extension Education, as in any rapidly changing and developing field, it is essential to have a vehicle which performs the function of communicating new research findings in sufficient detail to be useful. The *Journal* does, in fact, perform this function. A professional journal fills the gap between the preliminary mimeographed report and the reference book in a field.

I can truthfully say that the *Journal* is the most valuable professional periodical to which I personally subscribe and I personally purchase several other journals. It is my opinion that Extension personnel who do not subscribe to the *Journal* either do not recognize the educational nature of the profession or do not appreciate the impact that the results of research from the behavioral sciences will continue to have on the practice of Extension education.

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