1967

Social interaction and personal and social characteristics of the members of an area development leadership group

Marvin Burdett Lind

Iowa State University

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SOCIAL INTERACTION AND PERSONAL AND SOCIAL CHARACTERISTICS
OF THE MEMBERS OF AN AREA DEVELOPMENT LEADERSHIP GROUP

by

Marvin Burdett Lind

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Major Subject: Rural Sociology

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Ames, Iowa

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INTRODUCTION TO STUDY

Introduction

Science and technology have caused rapid changes in the social and economic environment of our society. Both rural and urban people have experienced significant modification in the established patterns of human relationships and modes of living. Change is not a new phenomenon for individuals and groups, but it does present a challenge to those who find it important to employ sciences to develop greater understanding, improve prediction, and increase control of the universe.

There are a number of public institutions concerned with understanding and directing change. The Land-Grant colleges established under the Morrill Act of 1862 were among the first institutions to disseminate ideas about new developments in agriculture and mechanical arts. In 1862 the United States Department of Agriculture was also established. While its primary function is the guidance and financing of agricultural agencies, it is also deeply involved in research and education. Most of the research and education programs of the United States Department of Agriculture are carried out by the Land-Grant colleges with funds partially provided by the federal government. The administration of these grants provided by the federal government is a responsibility of the Federal Extension Service and the Office of Experiment Stations.

The Cooperative Extension Service is the educational arm of the United States Department of Agriculture. As such it extends to both rural and urban people knowledge that is relevant for the fulfillment of
individual and group goals. As social and economic changes have developed and new priorities have been determined, alternate objectives, structures, and means have been adopted by the Extension Service.

The Iowa Cooperative Extension Service has made structural and processual changes as new needs have developed. One phase of this reorganization has been the development of the multi-county unit. A part of the multi-county extension activity is the Area Development Program.

While changes have been made in the forms and procedures used in area development, the purpose of this activity has continued to be that of involving people in the evaluation of their needs and potentials so that human and physical resources might be maximized for human satisfaction. Extension's educational efforts in area development are directed toward motivation, guidance, organization, and technical assistance to group action by citizen leadership.

The unit chosen for area development in Iowa closely corresponds to the functional economic unit as developed by Fox (21). This size of unit is thought to be large enough to satisfy most of the needs of the population within the area and also to provide for the adjustment of existing institutional imbalances (19). The size of an area unit may include as many as ten counties with total population in excess of 50,000 people.

The first area development effort in Iowa was located in the southeastern part of the state. It is called the TENCO area (45). The second area developed was located in northcentral Iowa and is called the NIAD area (18). The third area developed, and the area analyzed in this study, is located in southcentral Iowa. This area is called Midcrest and
includes the following eight counties: Adams, Adair, Madison, Union, Clarke, Taylor, Decatur, and Ringgold.

Since no research study had been made of a specific area development unit in Iowa, it was felt that an analysis of an area project would be useful for guidance in the development of future area programs. The Midcrest area was selected as the area to study because up to the time of the survey it was the last area developed. The Midcrest area also represented certain modifications in structure and procedure compared to the organization of the first two areas.

The general objective of this research was to analyze a specific area development activity with the aim of studying, planning, and recommending educational efforts for the Extension Service in multi-county areas.

In order to understand the functioning of the whole, it is often necessary to look at the relationships of the parts. The principle components in this cooperative effort are the 19 members of the county and state Extension staffs and the 48 members of the Area Development Leadership Group.

The members of the county and state extension staffs constitute the so-called change agents; they are the individuals attempting to bring about change. It should be pointed out, however, that the members of the Area Development Leadership Group also become change agents as they perform their role as members of the Leadership group. Five of the 19 members of the State Extension Staff who were either specialists or administrators were primarily responsible for the organizational structure.
of the area project as well as the development and presentation of the social and economic information to the leadership group.

The Area Development Leadership Group is considered the primary target system for this Extension effort. It is with the assistance of the leadership group that the Extension change agents expect to bring about adaptations necessary for social and economic development in the area.

The members of the Area Development Leadership Group were selected from the top influentials in local communities. These leaders were given special orientation on the objectives of the Midcrest activity; they legitimized the project for the area; and they attended a series of seminars on the social and economic problems of the area. This group was authorized to act as an advisory group for the State Extension Staff on matters pertaining to the area project. It was anticipated that the members of the Area Development Leadership Group would not only be participants in the area program, but they would also motivate others to participate in the future educational efforts of the area program.

The relationships between and within the State Extension Staff and the Area Development Leadership Group constitute the basis for describing the Extension area development effort in the Midcrest area. In these relationships the specific focus is on the orientation, interaction, and characteristics of the members of the Area Development Leadership Group. If an accepted goal for area development is to establish systemic linkage between the relevant groups, then the task of this study is to show the manifestations of systemic linkage in the orientation, interaction, and
characteristics of the members of the Area Development Leadership Group.

One of the first steps in bringing about systemic linkage between relevant groups is orientation. A vital process in the orientation process is communication. While the implementation of the overall area development program depends on effective communication at all levels, effective communication between the members of the State Extension Staff and the members of the Area Development Leadership Group during the initial formation of the group was important. It was during this period that the structure and procedures for the system were developed. The extent of systemic linkage between the groups may be shown by the extent to which the elements of the separate systems are converged. Some of the elements used to show convergence include ends, beliefs, knowledge, roles, and means.

The second phase of the study is to analyze the interaction pattern of the members of the leadership group. If area development is expected to involve area leadership in the development process then some measure of the extent to which this criteria is being met is needed. Activities which indicate local involvement include the leadership member's participation in the Area Development Leadership Group as well as the leadership member's participation in other groups in the area which may be systemically linked to area development. The number and type of contacts a leadership group member has in the area may also have a bearing on the extent

1Orientation covers essentially the formative period of the Area Development Leadership Group. It constitutes the actions and procedures followed from the beginning of the Midcrest activity to the organization and functioning of the Area Development Leadership Group.
to which different systems become systemically linked. The amount of participation or number of contacts a leadership member has in the area does not insure congruency between systems. An important factor in the mutual acceptance of area development is the power manifest by the members of the leadership group. In this case, power is exercised primarily in the form of influence. Thus, the relationships between a member's participation, contacts, and influence in area groups was analyzed for an expression of effective involvement by leadership group members.

The third phase of the study dealing with the social and personal characteristics of the members of the Area Development Leadership Group is a means of verifying the procedures used in the identification and selection of the influentials in the leadership group. It is also the basis for predicting the characteristics of members of future leadership groups.

On the basis of these general assumptions, the following specific objectives have been selected as the major focus of this dissertation.

1) To determine the degree to which selected social system elements were communicated by the state Extension staff to the members of the Area Development Leadership Group.

2) To determine the respondents perception of the Area Development Leadership Group members' role.

3) To determine the attitudes and opinions of the members of the Area Development Leadership Group on the effect the Area Development Leadership Group would have on the outcome of the area development activity.

4) To determine the attitudes and opinions of the members of the Area Development Leadership Group regarding institutional changes.
5) To determine the extent of systemic linkage represented by the members of the Area Development Leadership Group.

6) To compare the personal and social characteristics of the members of the Area Development Leadership Group with the personal and social characteristics of the power actors of other Iowa studies.

To accomplish the stated objectives, the following order or presentation will be followed: 1) Introduction to the study; 2) A background of the Midcrest development will be given to familiarize the reader with the structures and processes used in the development of the area; 3) The conceptual framework used in this dissertation; 4) Methodology including the derivation of specific empirical hypotheses and the operational measures to be used to relate the theoretical with the empirical concepts; 5) The analysis of data secured from the study, with appropriate statistical interpretations of the findings; 6) Discussion of the findings; 7) A brief summary of the findings; and 8) A bibliography showing sources of information for the study.

Review of Literature

The functions performed by noting past work in the field are:

1) To relate the theoretical and empirical work that has previously been completed.

2) To help define the research problem.

3) To provide possible frameworks for the interpretation of the findings.

4) To provide suggestions for measures of the concepts.
Literature relevant to this thesis will be cited throughout the thesis in the appropriate section. In this way it may give the reader a better understanding of the theoretical and empirical relationships involved. Therefore, no specific review of literature is presented as a separate portion of this work. However, applicable reference material is included in the body of the study.
BACKGROUND OF AREA DEVELOPMENT

The concept of area resource development is closely dated with the Smith-Lever Act. As early as the year 1919, the Director of Extension in West Virginia used the resource development concept. In the 1930's "Land-Use Planning" was a form of resource development as was program projection in Cooperative Extension later in the 1950's. Special attention has been given to resource development through direct appropriations to Cooperative Extension for area development. Authority for this type of activity was delegated to Extension under the Area Redevelopment Act and the Rural Areas Development Act. However, the administration of the acts have varied from state to state.

The first Cooperative Extension area development project in Iowa was initiated in 1961. This ten-county area is located in southeastern Iowa and was named the TENCO. In 1963 an area named NIAD was formed in northcentral Iowa. The Midcrest area located in southcentral Iowa was fully organized by 1966.

The general objective of area development in Iowa is to bring about social and economic change by maximizing the use of human and physical resources. The social and economic situation in the areas is viewed as one of imbalance in resource use. These imbalances as reported by Powers (44) include the following imbalance model:

I. STRUCTURAL
   A. Production
      1. Agriculture--inappropriate labor-to-capital ratios.
      2. Manufacturing--imbalance between job opportunities, types of training, and new entrants to labor force.
B. Services

1. Retail trade—number and location of many retail stores out of balance with number, location, and demand of customers.
2. Health—number and location of clinics, hospitals, specialists, and senior-citizen housing facilities out of balance with number, location, and health problems of people.

C. Institutions

1. Church—number, location, and program quality of churches not balanced with number, location, and needs of members.
2. School—number, location, and curriculum not balanced with number, location, and needed training of students.
3. Government—structure, operation, and location of government facilities lagging behind technology of record keeping, movement of people, and improved transportation and communication.

II. HUMAN

A. Skills and abilities

1. Adults with skills that are in declining occupations.
2. Young people not being trained for emerging occupational demand structure.

B. Attitudes

1. Tendency to believe that the individual and the community are helpless in the face of changes.
2. Tendency to resist change without analyzing possible gains.

C. Information

1. Lack of information to make sound individual decisions about resource use.
2. Lack of information to make sound group decisions about resource use.

The process followed in the development of Midcrest followed the "Flow Model: Background information and the flow of planning process," as outlined by Powers (44). Six major stages are outlined. The first stage is committee selection. In this 12 to 15 key influencers were selected in each community. These were selected on the basis of being representative of the community institutions. The second stage is
committee orientation. It is important in this stage to present and discuss the committee purposes, means, and extent of responsibility. In the third stage the situation is examined. This is the information giving stage. A series of seminars on social and economic change with the resulting imbalances was presented at this time. It is important to have the research data and general information available for these meetings. In stage four the problems are identified on the basis of "what is" and "what ought to be." The latter is based on research and also value judgments of those involved. Stage five considers the failure elements by indicating the human and structural imbalances causing the problems. In the last stage program priorities were assigned according to the needs and resources of the area.

A brief review of the historical development of Midcrest illustrates the application of the flow model. In the spring of 1963 a banker from Creston, then a member of the stage legislature, initiated discussions with the State Director of Extension regarding the formation of an area development effort in the Creston area. Later, other people from the area came to Iowa State University to pursue the matter. By March of 1963, the state Extension staff had decided to develop this area and proceed with the training of the county staffs involved. After legitimizing the project with the county extension councils of each county in the proposed area, the Extension Project VII committee members in each county were oriented on the role they were to perform. In addition to the Project VII committee members other key influentials in each county were invited to participate in series of information seminars on the social
and economic problems of the area. These seminars were presented by state and area specialists in each of the eight counties.

It was at this point that the first area wide meeting was held to identify common problems and discuss the possibility of an Area Development Leadership Group. The objectives for area development were also discussed by the state staff. The idea of a leadership group was accepted by the group.

From the key influentials attending the seminar meetings in each county, 48 committee members were chosen for the Area Development Leadership Group. The District Extension Director was selected chairman of the group and an area Extension Leader was appointed. At the first general meeting of the area group the objectives for the leadership group were reviewed. The objectives as stated were:

1. To provide assistance to Extension personnel in delineating area problems.

2. To receive research and study results and assist Extension personnel in determining the relevant interest and response groups in the area, i.e., firms, local government units, non-profit organizations, or institutions.

3. To stimulate the relevant response groups to participate in educational programs which will provide an improved decision making base for their future actions.

4. To provide support for the Area Development education program through continuing study and discussions of area problems and educational programs designed to attack these problems.

During the initial meetings of the Area Development Leadership Group organizational details such as time, place, number of meetings per year, and the Midcrest structural organization were resolved (see Figure 1). Each of the four annual meetings was scheduled for Creston, Iowa. As the
Figure 1. Organizational chart for resource development
program of the Area Development Leadership Group progressed, specific areas of interest were expressed. Special concern developed for more industrial promotion, expanded educational facilities, and improved recreational facilities.

The Midcrest area is highly rural. Of the total population of 81,327 people in 1960, 81 percent were classified as living in the rural area. There were three towns in the area classified as urban in 1960. The largest town, Creston, had a population of 7,667 people. The population study showed that 75 percent of the jobs in the area were related to agriculture and the industrial base was quite low. Between 1950 and 1960 agricultural employment declined sharply while the number of employees in manufacturing remained essentially the same. During the period 1950 to 1960 out-migration in the area was over twice the out-migration of the state. This shift in population has been selective among persons 20 to 29 years of age. The result has been an increase in the dependency ratio, an increase in the number of people in the older age groups, and a decrease in the total population of the area during the past decade.
THEORETICAL ORIENTATION AND DERIVATION OF HYPOTHESES

Theory and Hypotheses

The primary purpose of this section is to develop a framework for the analysis of selected variables which are believed to be related to the study of group behavior. The specific group behavior central to this dissertation is the interaction pattern of the Area Development Leadership Group as it relates to the development of the Midcrest area.

The variables will be related to a theoretical framework for the purpose of deriving hypotheses concerning the expected relationships between variables. Gould and Kolb (22) define hypotheses as testable assertions, statements, or propositions about relationships between two or more phenomenon. The variables selected for this study were derived from existing theories and propositions about group behavior and also from constructed hypotheses of empirical data. Theory as defined by Zetterberg (58) consists of systematically organized, law-like propositions about society that can be supported by evidence.

The expected relationships will be stated in the form of theoretical hypotheses and then explicated to the empirical form for testing. By operationalizing the relationships in this way an evaluation may be made of specific aspects of the area development project.

The mobilization of area resources to achieve the objectives of social and economic development is a social action process. Beal (1) defines a social action program as instigated social action which is a purposive pattern of choice-making, goal directed, collective behavior. The area development program is purposive pattern of decision making.
Goals have been determined for both the overall Area Development Program and the area leadership group. The action taken was a cooperative effort between the Area Development Leadership Group and the Cooperative Extension Service of Iowa State University.

Beal (1) states that social action has three major dimensions. These are the social systems, the actors, and the stages of social action. In the formation of the Area Development Leadership Group, a new social system was established. The principal actors involved in this action program are the members of the leadership group and the members of the Extension staff involved in area development. The stages of social action include the sequence of steps taken in the formation and maintenance of the area program. The body of knowledge related to these three dimensions constitutes the theoretical basis for the hypotheses as developed.

Social systems

A number of social system conceptualizations have been presented by sociological theorists. One of the exponents of the social system concept was Pareto (41). To him society was a system in equilibrium. The system was a whole consisting of interdependent parts and any change in the parts affects other parts and the total whole. One of the more comprehensive explanations of the social system concept is given by Talcott Parsons (42). Parsons states that a social system consists of a plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspect; actors who are motivated in terms of a tendency to the "optimization of gratification", and whose relation to their situation, including each other, is defined
and mediated in terms of a system of culturally structured and shared symbols. Parsons stresses motivation for optimizing gratification.

An adaptation of Parson's social system conceptualization has been elaborated by Loomis (31). Loomis states that a social system is composed of the patterned interaction of members. He further states that the social system is constituted of the interaction of a plurality of individual actors whose relations to each other are mutually oriented through the definition and mediation of a pattern of structured and shared symbols and expectations. The patterning of relationships is the central idea in the definition. In some social systems these relationships are highly structured and distinct while in other systems they are not.

The Loomis model has been operationalized for area development analysis by other researchers. Hobbs (25) uses the Loomis model as a theoretical construct in analyzing resource development. Powers (47) on different occasions has used the Loomis model for implementing area change programs. Bohlen et al. (12) have used the same model to study the community power structure and civil defense.

Loomis (32) calls his model the Processually Articulated Structural Model (PAS) of the social system (see Figure 2). The model is presented in three dimensions. The first dimension is the structural elements of the social system; the second dimension is the master processes through which the elements are articulated; and the third dimension is the conditions of the social system. The elements of the model are conceived as general components of a social system and focus primarily on the structural features of the system. These elements tend to describe the system.
### Processes

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### Comprehensive or master processes

1) Communication

2) Boundary maintenance

3) Systemic linkage

4) Institutionalization

5) Socialization

6) Social control

### Conditions of social action

1) Territoriality

2) Time

3) Size

**Figure 2.** Processually articulated structural model (PAS); elements, processes, and conditions of action of social systems

The elements include belief (knowledge), sentiment, goals, norms, status-roles, rank, power, sanction, and facilities.

The processes of a social system mesh, stabilize, and alter the relations between the elements through time; they are the tools through which the social system may be understood as a dynamic functioning continuity. These are referred to as master processes and include communication, boundary maintenance, systemic linkage, institutionalization, socialization, and social control. The conditions of the social system include space, time, and size. Each of these dimensions will be defined and related to the study where applicable.

This social system model is general enough to account for the Midcrest area as a possible social system and also specific enough to relate the specific systems and subsystems involved in the Midcrest development project. These subsystems include the Area Development Leadership Group, the formal and informal organizations to which the members of Area Development Leadership Group become systemically linked, and the Cooperative Extension Service.

**Social system elements**

**Beliefs (knowledge)** While Loomis considers these concepts together, a distinction is made in this study. Beliefs are defined as the subjective interpretation of a concept and knowledge is defined as the relationship that is perceived to exist between phenomena. Beliefs relate to what is thought to be true while knowledge has truth claims to support the evidence. Both beliefs and knowledge are important elements of a social system in that each influences the way the individual may
respond to decisions about the project. In the seminar-six series, the change agents were concerned with knowledge pertaining to the social and economic conditions in the area. In the survey, information was gathered about some of the beliefs the members held relative to institutional change.

Goals

Goals are defined as the changes that members of a social system expect to accomplish through appropriate interaction. Social system goals have some of the same dimensions as individual goals. Social systems often have a plurality of goals. This was true of the goals established for the Area Development Leadership Group as well as the goals established for the overall area development project. Long and short term goals as such were not specified for these groups. It is generally found that goal attainment is greater where the goals are well defined and understood by the members. This is especially important in the formation of a new system. In an Extension program planning process research study in Iowa, Blount (8) found that those committees which best understood the committee goals, means, and authority were more productive than those committees whose members had a lower level of understanding of these elements.

Norms

Norms are the rules, either written or unwritten, which prescribe what is acceptable or unacceptable behavior. These are the standards which influence the range of goal choices and govern the selection and application of facilities in goal attainment. Norms refer to all criteria for judging the character or conduct of both individual and group actions in any social system. Loomis notes that some norms are
general in nature and may not be violated by anyone, others apply only to particular actors and status-roles within the system. Norms, likewise, vary in the extent to which actorsdeviate from them. Values are closely associated with norms. Values as such affect all the elements in that the value designates preference with regard to the element. The norms of the members of the Area Development Leadership Group were not studied specifically but were articulated through the survey by other elements and processes.

**Sentiment** Sentiments are defined as the normative feelings and attitudes people have about phenomena. Beliefs and sentiments are closely associated. Beliefs represent what is thought to be true while sentiments represent what we feel. Much of the feeling members have about area development is measured under beliefs, however, the members were asked to express their feelings about their own position as a member of the group and also their feelings about the attributes of area development. Feelings were often strongly expressed in regard to the member's beliefs about institutional change.

**Status-role** This two-term unit contains the structural element, status, and the functional process, role. Together they may be defined as that which is expected from a position holder in a given position. The members of the Area Development Leadership Groups hold many positions. First there is the position as specified as a member of the group. As such they will be expected to perform certain roles consistent with the goals and means authorized for the group. While the general role for the group member has been designated as one of acting in an
advisory capacity to the state Extension staff involved in this project, the specific roles of the members have not been specified. The members were queried on their role expectations. The group members also hold other positions in the area. These are related to their occupation, their family, and the organizations to which they belong. All of these positions have certain role expectation connected with the given status. These positions and roles have a bearing on the orientation the individual member gives to the leadership of the group.

Social rank Social rank is defined as the value an actor holds for the social system in which the rank is given. The standing of an actor in a given social system is determined by the evaluation placed upon the actor in accordance with the norms and standards of the system. Thus the value system of the group of which the individual is a member is an important factor in the rank the individual holds in the group. The members of the group did rank each other sociometrically on specific items.

Sanctions Sanctions are defined as the rewards or penalties which are given out by the members of the social system. Rewards serve as a positive sanction and penalties as a negative sanction. The application of sanctions tend to motivate conformity to the norms applied to both ends and means. While there were no direct measures of penalty used, there were statements designed to determine if certain rewards would facilitate goal attainment.

Facilities Facilities as used in this study is the means used to attain the goals within the system. Facilities may be of many
different forms. Facilities may be in the form of money. Another facility might be equipment. Other forms might include the techniques and procedures used to accomplish the goals. In this project there are no funds designated for area development. Any funding would have to come from some other agency or the project would have to be attached to another agency. There are certain conservation and recreation activities which have been discussed as a part of social and economic development, but the action phase would be in conjunction with other government agencies. The primary facilities for area development are those of the Cooperative Extension Service in providing personnel to supervise the program. An important facility of the overall program, however, is the procedure followed in conducting the program. What are the most productive means to use to accomplish the specified goals? This is a major concern of the study.

Other facilities which have a bearing on the success of the program are the personal and social characteristics of the members. These attributes are considered in relation to the power attributes of the members of the Area Development Leadership Group.

Power Loomis (31) defines power as the capacity to control others. The components of power are authority and influence. Authority is the right, as determined by the members of the group, to control the behavior of others. Authority is a function of the status-role. Influence is not built into the status-role but is an individual attribute which enables the individual to perform a dominant role.
**Master processes**

**Communication** This process is defined by Loomis (31) as the means by which information, decisions, and directives are transmitted among the actors and the ways in which knowledge, opinions, and attitudes are formed or modified by interaction. It is communication which most distinctly separates man from other animals.

**Systemic linkage** Systemic linkage is defined as the process whereby elements of at least two social systems come to be articulated so that in some ways they function as a single system. Systemic linkage is performed by actors in status-roles. These may be individual actors of systems or a number of actors of systems. These links between systems may be of long or short duration depending on the activity. There must be an awareness on the part of the participants and the systems that linkage is taking place. Communication is necessary at all stages of the interchange.

**Boundary maintenance** Boundary maintenance is defined as the process by which a social system creates and maintains solidarity, identity, and interaction patterns. Efforts directed toward pattern maintenance are attempts to retain the institutionalized means and structures. Without boundary maintenance social group would be indistinguishable, yet extended boundary maintenance tends toward parochialism. Boundary maintenance and systemic linkage tend to counteract one another as groups function in a social system. In the Midcrest area town rivalries continue on a competitive basis, yet there are many instances of cooperative efforts between subsystems.
Socialization Socialization is the process through which social and cultural heritage is transmitted. It is through this process that the members of a group learn the sentiments, beliefs, ends, and norms of the social system. Socialization is a continuing process. This process involves the addition of new definitions and new behavior patterns and it requires the reorientation of past experiences. These processes of socialization are evident in the Midcrest development project.

Institutionalization Institutionalization is defined as the process whereby behavior is made predictable and patterned. Institutionalization involves all the elements and process. However, norms and values are of particular importance in relation to fixed patterns of behavior. Many of the behavior patterns in the Midcrest area are highly institutionalized so that any deviancy from the norms would bring about public indignation.

Social control Social control is the process by which deviations from the norms are controlled, it is the mechanism for maintaining normative behavior. Power and sanctions are important elements in the exercise of this process. In order to exercise control it is important for those in positions of power to know the norms of the group. By involving the local leadership in the area development process greater acceptance can be expected for the area project.

Socialization, institutionalization, and social control are important processes in any social system, however, these concepts were not specifically productive for this study.
Loomis (31) gives three conditions of social action -- territoriality, size and time. These are labelled as conditions since they are outside the immediate control of the action system. The territoriality of the area encompasses eight counties and the size of the area includes the 81,000 people in the area. The time includes beginning of the project in 1963 to and including 1967.

The social systems model as conceptualized by Loomis constitutes the principal framework for the development of hypotheses central to this dissertation. This framework is used because of its adaptability for analyzing relevant social systems of different levels.

The Area Development Leadership Group represents the formation of a new social system by the Extension staff. As a social system the relevant elements, processes, and conditions of the Area Development Leadership Group may be identified and analyzed for a better understanding of the relationships which are significant to the area development process.

In a similar study of group formation and maintenance, Blount (8) made the assumption that the relative productivity and utility of a group is at least a partial function of the extent to which certain rationally understood social system elements are understood and acted upon by relevant groups. This mutual understanding and action suggests a congruency or systemic linkage between the relevant groups.

Since one of the primary functions of area development is to establish systemic linkage between relevant social systems in the Midcrest area, the extent to which the relevant systemic elements are similar is an indication of systemic linkage between systems.
Systemic linkage experienced by the Area Development Leadership Group is expressed in three areas. These include the orientation of the group members by the state Extension staff, the interaction pattern of the group members both within and outside the group, and the social and personal characteristics of the members as compared to other influential groups.

Orientation

One of the initial steps in the formation of the Area Development Leadership Group was the orientation of the group by the state Extension staff. Orientation is essentially a process of communication. Communication is, however, a continuing process throughout the development effort. As Hartley and Hartley (23) advise, men become and maintain themselves through communication. All phases of the communication process have a bearing on the extent to which communication is effective between the members of the state extension staff and the members of the leadership group. Berlo (7) identifies the communication components in this communication model. The major components shown include the communication source, the message, the channel, and the receiver. Hovland and Janis (27) have developed a paradigm of communication involving the major factors in attitude change. These factors include the communication situation, the predispositional factors, and the internal mediating process.

Essentially the orientation phase is concerned with the diffusion of ideas. Bohlen (9) reports that some of the first research in the
area of the adoption and diffusion of ideas in agriculture was orientated toward the communication aspects of adoption with emphasis on the sources of information used and the factors related to adoption. These studies include the work of Ryan and Gross (49). The research on how farm people accept new ideas is summarized by Beal and Bohlen (2) in the publication entitled, "The Diffusion Process." The stages of adoption, the sources of information used at the various stages, and the personal and social characteristics categorized according to time of adoption are helpful in understanding the relationships involved in the adoption of the area development idea.

The elements selected to show congruency were determined by the structure and procedures used in the Midcrest development process. All systemic elements are important to the functioning of a system, however, certain elements are more observable and adaptable for empirical testing. The social system elements analyzed in this study include goals, beliefs, knowledge, and roles.

One of the primary purposes of the orientation meetings was for the state extension staff to communicate knowledge to the members of the Area Development Leadership Group. If communication was effective during the orientation phase then the members of the Area Development Leadership Group and the members of the state Extension staff can be expected to have common knowledge concerning systemic elements.

While Loomis (31) uses beliefs and knowledge in the same context, the two concepts are defined differently in this study. Knowledge is defined as the relationship that is perceived to exist between phenomena.
Knowledge has been subjected to verification, it has truth claims to support the evidence of the fact. As stated by Williams (56) knowledge may be considered as that which is reliably certified as true of the empirical. On the basis of these theoretical concepts the following hypotheses are given.

The first general hypothesis is stated as follows:

**General Hypothesis 1:** There will be common knowledge of the significant social system elements between the Area Development Leadership Group and the State Extension Staff.

As given in the introduction of the study, four goals and objectives for the Area Development Leadership Group were developed by the State Extension Staff. These goals and objectives were later presented to the leadership group, discussed by the group, and accepted by the group. These goals and objectives were reviewed at three subsequent meetings of the group. The statement of the expected relationship of the specific element goals is expressed as follows:

**Specific Hypothesis 1:** The Area Development Leadership Group's knowledge of Area Development Leadership Group goals and objectives will not differ significantly from the State Extension Staff's knowledge of the Area Development Leadership Group goals and objectives.

Goals and objectives were also developed by the State Extension Staff for the overall area project. These goals and objectives were also presented and discussed with the Area Development Leadership Group. The statement for the expected relationship of the specific element goals is expressed as follows:
Specific Hypothesis 2: The Area Development Leadership Group's knowledge of the Midcrest goals and objectives will not differ significantly from the State Extension Staff's knowledge of the Midcrest goals and objectives.

The primary purpose of the seminar-six meetings was to provide information about the social and economic conditions of the area. Based on this information the members of the Area Development Leadership Group could make better choices in their decision-making experiences. The respondents were asked questions concerning factual information about ideas presented during the six meetings. The statement for the expected relationship for the element knowledge is as follows:

Specific Hypothesis 3: The Area Development Leadership Group's knowledge of the social and economic conditions of Midcrest as presented will not differ significantly from the State Extension Staff's knowledge of the social and economic conditions as presented.

The goals of the Area Development Leadership Group, the goals for the Midcrest area, and knowledge about the social and economic situation of the Midcrest area were the only elements directly communicated between the members of the State Extension Staff and the members of the Area Development Leadership Group during the seminar-six meetings.

Blount (8), in a study on group formation and maintenance, stated that future research of this nature should consider other social system elements. Further analysis of other social system elements would give additional evidence of the congruency of the subsystems.

Three additional social systems elements -- roles, beliefs, and
means (facilities) -- were observed. However, these elements did not constitute a part of the initial orientation of the Area Development Leadership Group. These relationships are so-called by-products or consequences of the initial orientation. The extent to which there is congruency between the members of the State Extension Staff and the members of the Area Development Leadership Group on these elements is further evidence of the degree of systemic linkage between the groups.

It is postulated that a group member's behavior is directly related to the member's perception of his status-roles in a social system. It is further assumed that a member of a group will act more favorably toward those status-roles which he perceives as being more important to him. If there is congruency between groups regarding role expectations mutual effort can be expected with respect to these roles.

Any prescribed role includes many alternatives, some but not all of which are required, according to Newcomb. It is the function, not the specific behavior which is demanded (38). Hence, roles and prescribed roles do not refer to the actual behavior of an individual in a position but to the expected behavior of an individual in a position. Some social scientists regard a position in a social structure as a set of expectations rather than a behavior set.

A statement of the expected relationships of the perceptions of the Area Development Leadership Group and the State Extension Staff is given in the following general hypothesis:

General Hypothesis 2: There will be common perception of the importance of the significant social system elements between the Area
Development Leadership Group and the State Extension Staff.

A number of possible roles were identified which Area Development Leadership Group members might perform as members of the group. These were rated according to the member's perception of importance to the overall development program. The expected relationship for the role perception is stated as follows:

Specific Hypothesis 4: The Area Development Leadership Group's perception of the importance of relevant Area Development Leadership Group roles will not differ significantly from the State Extension Staff's perception of the importance of relevant Area Development Leadership Group roles.

An additional element considered is beliefs. Beliefs have been defined as the subjective interpretation of a concept. If the Area Development Leadership Group members think something is true regardless of the truth claims for it, they can be expected to act on this assumption. The respondents rate their beliefs about the effect they perceive the Area Development Leadership Group will have on different phases of the Midcrest development project. It is expected that on those items which the respondents believe they can affect change, they will establish some type of linkage. As Dillman (17) suggests:

"If the members of a subsystem are knowledgeable of system affairs it may be expected that they would be more aware of the needs of the community, what other subsystems are doing, and the possibilities of getting other subsystems involved in an activity which they may undertake" (17, p. 72).

The statement of the expected relationship is expressed in the following general hypothesis:
General Hypothesis 3: There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.

It was assumed that the beliefs a member holds about an organization affects the member's participation in that group. This may eventually affect the success or failure of the organization. If the members of the Area Development Leadership Group perceive that as members of this group they might do something about the social and economic conditions of the area, then it can be anticipated that they will exert effort and establish contacts to bring about change.

Beliefs are important in that if a person defines a situation as true then for all intent and purposes it is true. This is consistent with Merton's (36) idea of self-fulfilling prophecy. Many of the beliefs held by the members of the Area Development Leadership Group are not consistent with the facts in the case, but, since they hold these beliefs, they will tend to act accordingly.

In the seminar-six meetings much of the discussions dealt with institutional change. This information was presented so that the group members might use it to better understand the consequences of changes taking place and also use the information in future decision-making situations. The consensus between members of the Area Development Leadership Group and the members of the State Extension Staff is in part an indication of the impact of the seminar-six meetings. Not all the institutional changes covered in the questionnaire were discussed during the seminars nor were they covered in the published materials. Most of the items in
the questionnaire, however, were either directly or indirectly related to the material presented. On the basis of this information, the following relationship may be expected.

**Specific Hypothesis 5:** The Area Development Leadership Group's beliefs about institutional changes in the Midcrest area will not differ significantly from the State Extension Staff's beliefs about institutional changes in the Midcrest area.

Facilities as defined for this study are the means used to attain ends within the system. A number of facilities were used during the initial phase of the development of the Midcrest area, but those emphasized during the formation and orientation of the Area Development Leadership Group included the identification and selection of the members for the Area Development Leadership Group, the research and publication of materials for discussion groups, and the presentation of social and economic development materials at the seminar-six meetings. Centering attention upon facilities was important for a better understanding of the needs of the area as well as a better understanding of how to best present these needs to the client system. Loomis (31) suggests that by examining the utilization of facilities another window is provided through which the systemic ends, beliefs, knowledge, norms, and other elements and their articulating processes may be observed.

**General Hypothesis 4:** There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the facilities used in the formation and orientation of the Area Development Leadership Group.
Specific Hypothesis 6: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the area publications.

Specific Hypothesis 7: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the seminar meetings as presented by the State Extension Staff.

Specific Hypothesis 8: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the procedures followed in the selection of the members for the Area Development Leadership Group.

Interaction Pattern

In the preceding conceptualization the relationships hypothesized were between the Area Development Leadership Group and the State Extension Staff. These relationships show the extent to which systemic linkage was established between the two groups. These relationships are an indication of the effectiveness of the structure and procedures used in the initial stages of the area project. While the formation and orientation of the Area Development Leadership Group was an important phase of the action program, the continuing activity of the Area Development Leadership Group was a vital link in the development of the program.

It has been stated that the overall purpose of area development is to involve the people of the area in the area activity. The functioning of the Area Development Leadership Group as the people's representative
becomes a second focal point for the study. It has been noted that one of the objectives of the Area Development Leadership Group is to stimulate relevant response groups to participate in educational programs which will provide an improved decision making base for their future actions. The interaction pattern of the members of the Area Development Leadership Group both within and outside the groups will affect the extent to which relevant groups are motivated to participate in the educational programs as developed. This is group dynamics.

When analyzing the dynamics of a group it is necessary to consider individual behavior. Individuals make up the group. Therefore, individual goals, beliefs, values, and motives affect the behavior pattern of the group.

A review of the theory of individual behavior shows that when an individual acts he takes into consideration the way his actions will be interpreted by others as well as the way others react to him. The behavior of others toward the individual is the mirror by which the individual sees himself. For this reason Cooley (15) spoke of a "looking-glass self." A similar conceptualization is given by Mead (35) in which he called the acting self the "I" and the self that is the organization of the internalized attitudes of others the "me." The "I" is the acting self and the "me" is the reflective self. The attitudes that enter into the individual's self-image are, for the most part, emotive; they are attitudes of approval and disapproval, acceptance or rejection, interest or indifference. From the attitudes of others toward himself, the individual also creates an image of what he ought to be in order to secure
the approval of the group. The subjective interpretations of the relationships which ought to exist between phenomena constitutes the value orientation of the self. These values tend to be arranged in a priority system. The characteristics of the self are determined primarily by the character of the groups of which the individual regards himself as a member and the roles he plays in these groups. The social self may be expected to change as the individual's group identifications change.

Symbols are the basis of the social self. They provide the connective tissue through which people influence each other, through which past experience influences present adjustment and through which present behavior is influenced by what is expected. Symbols enable man to use reasoning rather than physical trial and error as a basis for solving problems. Response to symbols enables man to deal with abstractions for the development of improved systems. These symbols may have empirical referents which allow man to deal with phenomena without actual sensory contact with it. An individual's effective participation in social life requires that he learn and adopt the symbolic skills and behavior patterns that have been developed by his group. Through the use of symbols man may organize his world into meaningful relationships. From these relationships he may draw cause and effect implications and predict possible outcomes.

The ability of man to deal with abstractions and communicate meanings by the use of symbols sets him apart in the animal kingdom. Other forms of animal life respond directly to the stimuli while man responds to the interpretation he places upon it. Bohlen and Beal (11) described the
"stimulus-interpretations-response" reflex arc in this manner:

"Man never responds to a stimulus per se. Whenever a human being is faced with a stimulus or problem he responds not to it, but to the interpretation which he places upon it. He deals not only with the realities of the situation, but with the possibilities of it. Since he can deal in symbols, he can project himself into the future and mentally create alternative courses of action which he can evaluate and then make choices from this evaluation" (11, p. 291).

Bohlen and Beal (11) operationally refer to the lowest common denominator of human behavior as "The Unit Act." The unit act consists of 1) the receipt of a stimulus, 2) the interpretation of the stimulus, and 3) the response to the stimulus. More specifically, whenever man receives a stimulus, he searches his past experiences for a similar stimuli. He notes his response to the past experience. He recalls his evaluation of that response in terms of his satisfaction with the outcome of the action taken. He then compares the former response with future goals in the selection of alternative actions.

Man is a telic being (10). His behavior is generally purposeful and goal-oriented. These goals motivate man to employ means for goal- attainment. According to Sorokin (52) where there is purposive actions there is always an idea of a future goal and the means for its attainment. Bendix and Lipset (6) point out that we conceive action to be oriented to the attainment of goals and hence to involve selective processes relative to goals. The concept goal denotes any change in a situation which a person or a group intends to bring about through his or its actions. Goals may be analyzed in a means-ends schema. Goals, however, are not static. What is a goal in one point in time might become a means for a future goal. The general goal may later become a specific
goal or the long-term goal an intermediate goal. The nature of the goal is related to the level and the complexity of the action.

Part of man's motivation to act is based on felt needs. The classification of needs offers a basis for a better understanding of human behavior. Maslow (34) has developed a hierarchy of needs ranging from the most potent to the least potent. The most potent needs which the individual must meet are the survival needs. These include hunger, thirst, shelter, and sex. After these needs have been satisfied, the individual then provides for the next higher group which relate to security, order, and safety. The third range of needs satisfy man's concern for response, love, and affection. The fourth range reflects man's need for esteem. These needs include recognition, prestige, status, and self-respect. The least potent group of needs are those connected with self-actualization. These include the drive to realize one's potential or full capabilities.

The priority of needs may change over time. While each person considers all five categories of needs, not all categories are of the same importance to each person. As needs are satisfied and new situations arise, other needs assume a position of high priority in the mind of the individual.

As man attempts to satisfy his needs, he develops a reservoir of experiences. The degree of acceptability of these experiences form the basis by which the individual makes judgments about future actions. This pattern for making judgments is the individual's value system. Williams (57) defines values as standards of desirability. A similar definition given by Bohlen and Beal (11) states that value is a subjective
interpretation of the relationship which ought to exist between phenomena. Values become the standard by which evaluations are made for the selection of ends and means. These internalized values become the criterion for decision making. Values are dimensions that man invents and then takes into account in developing his social relationships. Heady and Burchinal (24) point out that the general value system prescribes the legitimate or acceptable means which can be used to ameliorate conditions otherwise precluding the attainment of societally desirable goals.

Each individual has a multiplicity of values. These values are not always well defined or discrete units. Values combine with other values in an additive fashion. They shift with changes in the social environment. These values affect the social structure and are in turn affected by the social structure. Williams (57) states that most human action is multi-valued and is permeated with ambiguities and conflicts. He further notes that not all values can be simultaneously and equally satisfied. In this sense all value systems have an "economic" aspect. Man allocates the most time and energy to those values with the highest priority.

These theoretical conceptualizations of individual behavior account in part for the behavior of the members of the Area Development Leadership Group as they function within and outside the leadership group. During the orientation period individual and group goals, means, and needs were discussed by the State Extension Staff members. The internalization of these ideas by the members of the leadership group is reflected by the involvement of leadership group members in the maintenance of the area development effort. This involvement is shown in part by the
participation of the members in organizations and groups which may be both directly or indirectly concerned with area development.

Since the formal organizations and institutions often play an instrumental role in action programs, the formal and informal participation history of the group member is of concern in this study. Not only is the member’s participation in a group important, but the influence the member exerts in the group is a major factor for instigating change in the group.

Lippitt (30) reports that members with high attributed power initiate more social influence attempts and are more successful than low power members. He also states that group members are more likely to accept the induction attempts of members with high attributed power. Lippett also found that members with high attributed power tend to be more socially active than low power members. He also states that people are more likely to be influenced by persons of equal or higher status than themselves, rather than persons of lower status. This does not necessarily mean that the Area Development Leadership Group members will be the "doers" in carrying out programs, they may well be directing the action from behind the scenes. Based on this theoretical framework the following hypotheses are stated:

**General Hypothesis 5:** There will be a significant relationship between the Area Development Leadership Group member's linkage systems and relevant personal and social factors.

In most communities there are a number of formal and informal organizations which provide the member an opportunity to make and maintain
systemic linkages for purposes he thinks most important. A power actor's influence in a community is often associated with the number of organizations to which he belongs or has belonged and also to the offices he holds or has held. Having gone through the "chairs" often qualifies a member for a position of status in the organization. These relationships are expected in the communities represented in Midcrest area. Therefore, the following specific hypothesis is stated:

**Specific Hypothesis 9:** There will be a significant relationship between the Area Development Leadership Group member's formal organization participation and the member's influence rating.

A person has many contacts in a community besides formal organizations. These contacts provide members the opportunity to influence others. The members of the Area Development Leadership Group who have the most contacts have the greatest opportunity to influence others on matters pertaining to the area program. The Area Development Leadership Group members who make the most contacts have more opportunity to be selected as influentials by the group because they are known by more people. Therefore, the following relationship is stated:

**Specific Hypothesis 10:** There will be a significant relationship between the Area Development Leadership Group member's scope of contacts and the Area Development Leadership group member's influence rating.

Another linkage that is assumed to be of importance for the progress of the area program is the attendance of the group members at group meetings. These meetings not only provide members the opportunity to gain information about the area activity but they also provide the setting
for members to interact and to make judgments about each other. To consider these relationships the following hypothesis is stated:

Specific Hypothesis 11: There will be significant relationship between the attendance of Area Development Leadership Group members at area meetings and the Area Development Leadership Group member's influence rating.

Member Characteristics

The third area of inquiry concerning the Area Development Leadership Group analyzes the personal and social attributes of the members of the Area Development Leadership Group. The leadership group members were not selected at random. These members were selected because they were thought to possess certain social and personal attributes associated with leadership. Research studies have shown that certain personal and social attributes are common among influentials who participate in community action programs, although these characteristics may vary with the particular social action project or with the issues involved.

The theoretical framework which encompasses personal and social attributes of community influentials is social power. While this study does not embrace all aspects of social power, a brief conceptualization will establish the concepts and relationships as defined for the analysis. Social power has been designated by Loomis (31) as an element in a social system. He defines power as the capacity to control the behavior of others. Weber (55) used a similar definition of power. He defined power
as the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance, regardless of the basis on which this probability rests. Parsons (42) defined power as the realistic capacity of a system-unit to actualize its "interests" within the context of system interaction and in this sense to exert influence on processes in the system.

Power is composed of two components which are classified as authoritative and non-authoritative. The authoritative component of power is the right to control other as determined by members of the social system. Established authority resides in the status-role, not in the individual. Non-authoritative power is defined as control over others which is not built into the authority component of the status-role but results from the willingness of the subordinate to become involved with the superordinates.

While both components of power are active in the leadership group, non-authoritative power or influence is the primary source exercised by the members of the Area Development Leadership Group. The bases of influence include such factors as the skill in manipulating people, superior knowledge, social capital, wealth, and reputation. These factors are associated with the personal and social attributes of the influentials.

There are a few research studies that have attempted to identify top influentials in a community action program and determine their characteristics. However, little has been done at the multi-community or area level. One of the earliest studies which demonstrated some of the attributes associated with power was conducted by Robert and Helen Lynd (33). This study showed that while social power was centralized in
one family specific characteristics such as wealth and community interest are instrumental factors in determining the position of this family in the community. Hunter (28) in his study of Regional City found that, generally, the policymakers were born in the city and inherited property and wealth. Of the 40 influentials 37 were college graduates. D'Antonio and Erickson (16) compared the occupation of influentials in seven communities ranging in population from 22,000 to 550,000. The comparison of these communities shows that a larger proportion of community influentials were provided by business, industry, and the professions than by government, education, religion, and welfare leaders. Pellegrin and Coates (43) found that absentee-owned corporation played a vital role in the civic affairs of a southern city. The top executives of these corporations were usually in a position to control the balance of power and generally they participated in projects vital to their corporations. The study by Form and Sauer (20) at Lansing, Michigan showed that 36 percent of the influential group were executives, 44 percent proprietors, and 20 percent were professionals. Four-fifths of the influentials had attended college and 47 percent of the influentials were between the ages 51 and 60 years. In a study of hospital projects in small towns Miller (37) found that those most active in the projects included self-employed businessmen, professionals, employed managers, and civil officials. Farm owners and operators did not furnish their proportional share. Bohlen et al. (13) in a study of power actors in five Iowa towns reported that 63 percent of the influentials were engaged in business, 10 percent in government, 9 percent in agriculture, 7 percent in professional
occupations, 6 percent in communications, 2 percent in education, and 3 percent in other occupations. The same study concludes that no statistically significant differences were found among the power actors in these five communities when the following variables were analyzed: sex, age, formal education, political orientation, military service, residence in state, residence in community, home ownership, people living in the household, and number of children under 18 years of age.

In summarizing studies dealing with the personal and social characteristics of power actors there appears to be a similarity among specific attributes. Powers (46) gives the following summary of power actor attributes:

"Power actors generally are past 50 years of age; have higher than average income; control credit, money or jobs; are better educated than other persons in their age group; have lived in the community a long time; are self employed, owner-operators or executives, and have access to needed resources."

A knowledge of the power structure is helpful in implementing a social action program. By knowing the attributes of the group, the change agents can utilize the respective talents for specific programs. One of the primary utilities of such information lies in the possibility of gaining 'access' to needed resources in developing the program.

The study by Bohlen et al. (13) found that power actors in different communities possess similar personal and social characteristics. They also found that the personal and social characteristics of power actors differed from the general populace. Since the Midcrest communities are similar to the communities in the Bohlen study and the influentials were selected by a similar procedure a verification of the personal and social
characteristics of power actors between this study and the study reported by Bohlen is predicted.

**General Hypothesis 6:** There will be a significant relationship between the personal and social characteristics of the members of the Area Development Leadership Group and the personal and social characteristics of the power actors of previous studies.

**Specific Hypothesis 12:** There will be a significant relationship between the age of the members of the Area Development Leadership Group and the age of the power actors of the five Iowa studies.

**Specific Hypothesis 13:** There will be a significant relationship between the formal education of the members of the Area Development Leadership Group and the formal education of the power actors of the five Iowa studies.

**Specific Hypothesis 14:** There will be a significant relationship between the gross family income of the members of the Area Development Leadership Group and the gross family income of the power actors of the five Iowa studies.

**Specific Hypothesis 15:** There will be a significant relationship between the political orientation of the members of the Area Development Leadership Group and the political orientation of the power actors of the five Iowa studies.

**Specific Hypothesis 16:** There will be a significant relationship between the military service of the members of the Area Development Leadership Group and the military service of the power actors of the five Iowa studies.
Specific Hypothesis 17: There will be a significant relationship between the residence in the community of the members of the Area Development Leadership Group and the residence in the community of the power actors of the five Iowa studies.

Specific Hypothesis 18: There will be a significant relationship between the home ownership of the members of the Area Development Leadership Group and the home ownership of the power actors of the five Iowa studies.

Specific Hypothesis 19: There will be a significant relationship between the people living in the household of the members of the Area Development Leadership Group and the people living in the household of the power actors of the five Iowa studies.

Specific Hypothesis 20: There will be a significant relationship between the sex ratio of the members of the Area Development Leadership Group and the sex ratio of the power actors of the five Iowa studies.

Specific Hypothesis 21: There will be a significant relationship between the occupational affiliation of the members of the Area Development Leadership Group and the occupational affiliation of the power actors of the five Iowa studies.

In the preceding conceptualizations specific aspects of the Area Development Leadership Group were analyzed for a better understanding of the significant relationships relevant to area development. This leads to an evaluation of the Area Development Leadership Group as a total entity.

The functioning of the Area Development Leadership Group is a social
action process. A principal concern in an action process is the sequence of steps followed in the process. The models developed to describe action episodes are primarily community social action models. One of the early community action models was developed by Sanders (50). He listed five action stages: an idea takes root; get the facts; plan a program of action in light of the facts; launch and move the program forward; and continually take your bearings. A similar group of stages were developed by Kaufman (29). These stages included rise of interest; organization and maintenance of sponsorship; determination of goals and means of realization, gaining and maintaining participation; carrying out activities which represent goal achievement; and evaluation. Hoffer and Freeman (26) developed three stages of action which were initiation, legitimation, and execution. A similar model was developed by Sower et al. (53).

A criticism of these early models of social action stated by Warren (54) was that they simply seek to carry the action through a number of stages, noting the different focus of attention and different social relationships which prevailed during these successive stages without much of any theoretical base. A number of the action models are based on certain analytical procedures and theoretical conceptualizations but fail to elaborate these in the publications.

A social action model which has been widely used and tested was developed by Beal and Bohlen (3). These authors developed a sequence of steps for social action which include the following: analysis of the existing social system, convergence of interest, analysis of the prior social situation, delineation of relevant social systems, initiating sets,
legitimation with key power figures of the social system, diffusion sets, general definition of need, decision to act, formulation of goals, decision on means to be used, plan of work, mobilizing and organizing resources, carry out the action program, and final evaluation of the process.

An adaptation of the above social action model for community and area development was developed by Beal and Hobbs (5). Such a social action construct assists individuals and groups in identifying the types of resources needed and the functions to be performed for a successful social action.

The social action model as developed by Beal and Bohlen is functional for research. The action may be separated into heuristic stages and methods devised to observe, record, measure, and analyze the empirical referents relevant to the study. In this model the specifications of actions to be taken are stated as conditions to be met and thus have an evaluative connotation.

The length of the study allows for analysis of only the final stage of the social action construct. This stage is the final evaluation of the process. The criteria used for the final evaluation stage is the effect the Area Development Leadership Group will have on the area development project.

**General Hypothesis 7**: There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.
Specific Hypothesis 22: The Area Development Leadership Group's beliefs about the effect the Area Development Leadership Group may have on the Midcrest development program will not differ significantly from the State Extension Staff's beliefs about the effect the Area Development Leadership Group may have on the Midcrest development program.
METHODOLOGY

Having stated the theoretical relationships, the next steps are to describe the collection of data and develop the operational procedures to test the theoretical concepts.

Collection of Data

Area development, as conceptualized in this study, began in Iowa in 1961. Since that time three area projects have been fully initiated. While limited studies have been made of specific phases of the area development efforts, there has been no detailed analysis of a total project.

The leader of the study was Dr. Joe M. Bohlen of the Department of Sociology and Anthropology of Iowa State University. Dr. Ronald C. Powers, extension sociologist, who has been instrumental in the area development program since it began in 1961, suggested the general outline and objectives for the study.

The prepared schedule was developed by the author during the latter period of 1966. In January, February, and March of 1967, 48 members of the Area Development Leadership Group and the members of the State Extension Staff directly connected with this area of work were personally interviewed by the author. Each interview lasted from two and one-half to three hours.

Early in the development of the Midcrest area the county Extension staffs were schooled in the procedure for identifying community influencers. The county staff then identified 12 to 15 influencers in each
of the larger communities in each county making a total of about 100 selectees. These influentials were invited to attend the seminar—six meetings held in each county. From this larger group of influentials most of the members of the Area Development Leadership Group were selected by the State Extension Staff.

In the final selection of the Area Development Leadership Group 11 were farmers; 8 were women, 4 were farmers' wives, and 4 the wives of professional men; 6 were bankers; 5 were news media; and 18 were business and professional people. Of the business and professional group 8 were in small business, 7 were professional people, 2 represented utilities, and 1 was retired. The Area Development Leadership Group representation by county was as follows: Adair--6, Adams--5, Madison--5, Union--8, Clarke--5, Taylor--7, Ringgold--8, and Decatur--4 members.

Each county Extension staff members was also interviewed. Because of occupational mobility, the county staff composition at the time of the survey was in most cases different than at the time the selection of community influentials was made. There were 14 county staff members interviewed in the eight counties. A third category interviewed included four state level Extension staff members and the area leader.

The Area

There were 81,327 people in the eight counties in 1960. Eighty-two percent were classified as living in the rural area and 18 percent were classified as living in the urban area. There were three urban
towns in the eight counties. The largest town, Creston, had a population of 7,667 and the other two towns had less than 3,700 people.

In 1960, 75 percent of the jobs in the eight counties were related to agriculture. The industrial base was quite low compared to the agricultural base. The gross product of the industrial base was 9 million dollars in 1960 and the gross product base for agriculture was about 53 million dollars. The total services gross product was the highest with 65 million dollars. These data do not include Madison county. Adding Madison county would affect the total dollars but would not materially affect the relationship between occupational categories. Madison county was not a part of the Midcrest area at the time the original economic base study was made.

While the population of Iowa increased by 5.2 percent between 1950-1960, the population in the eight counties declined by 13.3 percent during the same period. Most of the decline in population was in the agricultural sector. The population in the eight county area is expected to decline by about 17 percent between 1970 and 1980. This may have had a material effect on the social and economic institutions of the area.

Operationalization of Hypotheses

To operationalize the hypotheses, adequate test measures must be developed. These measures must be accurate for the meaning intended by the theoretical concepts and they must be empirically operational. The connecting link between the theoretical and empirical levels of
conceptualization is called the epistemic correlation. Northrup (39) states that the epistemic correlations join unobservable entities and relations designated by postulations to its directly inspected components denoted by a concept by intuition. The relationship between the hypotheses and the empirical measures is referred to by Carnap (14) as the explication process. Epistemic correlation gives operational meaning to the theoretical conception.

The procedure followed in this dissertation for testing hypotheses with empirical measures will be to state the hypothesis to be tested and then explicate the measures applicable to the concepts used.

**General Hypothesis 1:** There will be common knowledge of the significant social system elements between the Area Development Leadership Group and the State Extension Staff.

The first specific objective as stated was to determine the degree to which selected social system elements were communicated by the State Extension Staff to the Area Development Leadership Group. During the initial organizational meetings, information and facts were presented to the influentials attending the meetings. The common systemic element in this communicative process was "knowledge." If there is common knowledge between the two groups, then systemic linkage has been established.

One specific area for testing mutual understanding is the extent of common knowledge of the goals and objectives of the Area Development Leadership Group. As previously stated, these goals and objectives were communicated to the Area Development Leadership Group by the State Extension Staff on separate occasions. A statement of this relationship is as follows:
Specific Hypothesis 1: The Area Development Leadership Group's knowledge of Area Development Leadership Group goals and objectives will not differ significantly from the State Extension Staff's knowledge of the Area Development Leadership Group goals and objectives.

Twelve items stating possible Area Development Leadership Group goals and objectives were evaluated by the respondents. Each statement was marked "yes" or "no" on the basis of having been presented to the leadership group by the state staff. The state staff members evaluated the items on the same basis. Each correct answer was assigned a value of two points, giving a total correct score of 24 points. Each respondent was scored on the basis of 24 correct points. The score for the individual's evaluation of the items listed is the empirical measure of the respondent's knowledge of the goals and objectives of the Area Development Leadership Group as presented by the state Extension staff (refer to Item 1 of Goals and Objectives of the Area Development Leadership Group Knowledge Score).

Code | Item 1 | Goals and Objectives of the Area Development Leadership Group Knowledge Score
--- | --- | ---
Yes | No |
X | | a. To provide assistance to Extension personnel in delineating area problems.
X | | b. To receive research and study results and assist Extension personnel in determining the relevant interest and response groups in the area, i.e., firms, local government units, non-profit organizations or institutions.
 | X | c. To recommend goals and objectives for the Extension educational program of the county staff.
 | X | d. To sponsor needed business enterprises in local communities.
e. To stimulate the relevant response groups to participate in educational programs which will provide an improved decision making base for their future actions.

f. To provide support for the Area Development education program through continuing study and discussions of area problems and educational programs designed to attack these problems.

g. To supervise the activity of the Area Development agent.

h. To act as a pressure group for the interests of Midcrest.

i. To have all relevant public agencies of the area represented on the ADLG.

j. To promote more federal and state aid for social and economic development in the Midcrest area.

k. To select the research projects to be studied by the State Extension Staff.

l. To develop a social structure for the purpose of directing the social and economic activities of the Midcrest area.

Total 12

Total Correct Points = 24

On the basis of using a knowledge score of the Area Development Leadership Group goals and objectives as a measure of the respondent's knowledge, the following empirical hypothesis is stated.

Empirical Hypothesis 1: The Area Development Leadership Group's knowledge score of the Area Development Leadership Group's goals and objectives will be similar to the State Extension Staff's knowledge score of the Area Development Leadership Group's goals and objectives.

A second area for testing mutual understanding is the common knowledge
of the goals and objectives as developed for the Midcrest development area. These goals and objectives were presented and discussed by the state leadership with the key power actors attending the initial meetings. A statement of this relationship is:

**Specific Hypothesis 2:** The Area Development Leadership Group's knowledge of the Midcrest goals and objectives will not differ significantly from the State Extension staff's knowledge of the Midcrest goals and objectives.

Fifteen items stating possible Midcrest goals and objectives were evaluated by the respondents. Each statement was marked "yes" or "no" on the basis of having been presented to the leadership group by the state staff. Each correct answer was assigned a value of two points, giving a total correct score of thirty. The score for the individual's evaluation of the items listed is the empirical measure of the respondent's knowledge of the Midcrest goals and objectives as presented by the state Extension staff (see Item 2 of Midcrest Goals and Objectives Knowledge Score).

<table>
<thead>
<tr>
<th>Code</th>
<th>Item 2</th>
<th>Midcrest Goals and Objectives Knowledge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>a.</td>
<td>To improve the understanding of the economic base and structure of the Midcrest area.</td>
</tr>
<tr>
<td>___</td>
<td>b.</td>
<td>To promote the development of business enterprises in local communities.</td>
</tr>
<tr>
<td>X</td>
<td>c.</td>
<td>To provide educational information and experience which will assist people in developing the human and economic resources of the area so as to maximize human satisfactions.</td>
</tr>
<tr>
<td>___</td>
<td>d.</td>
<td>To establish recreational facilities in needed areas.</td>
</tr>
</tbody>
</table>
e. To improve the understanding of the interaction and interdependency of the people and institutions in the area.

f. To improve the understanding of the implications of structural imbalance upon the people and institutions in the area.

g. To promote the organization of larger institutional units in the area.

h. To establish an Area Development Leadership Group.

i. To identify area problems, educational programs which can be applied to these problems, and alternative area action programs which may alleviate the problems.

j. To provide new leadership for Midcrest.

k. To assist sub-areas, counties or towns in identifying problems suitable for sub-area education and action.

l. To promote the reorganization of school districts into larger school units.

m. To establish a bureaucracy for the direction and control of area growth and development.

n. To inform organizations and institutions in the area of opportunities for education and action and stimulating such organizations in their response.

o. To provide a vehicle for political action in Midcrest.

Total Correct Points = 30

On the basis of using a knowledge score of the Midcrest goals and objectives as a measure of the respondent's knowledge, the following empirical hypothesis is stated:

**Empirical Hypothesis 2:** The Area Development Leadership Group's knowledge score of the Midcrest goals and objectives will be similar to
the State Extension Staff's knowledge score of the Midcrest goals and objectives.

A third, more comprehensive area for testing the extent of ideas communicated by the State Extension Staff to local influentials is developed in the package of information and facts as presented during the seminar-six series on the social and economic factors relating to the Midcrest area. A statement of this relationship is as follows:

Specific Hypothesis 3: The Area Development Leadership Group's knowledge of the social and economic conditions of Midcrest as presented will not differ significantly from the State Extension Staff's knowledge of the social and economic conditions as presented.

Twenty-two statements about social and economic conditions in the Midcrest area were evaluated by the respondents. If the respondent affirmed the statement as having been presented during the meetings, "yes" was marked, however, if the statement had not been presented "no" was marked. Each correct answer was assigned a value of two points, giving a total correct score of 44 points. The score for the individual's evaluation of the items listed is the empirical measure of the respondent's knowledge of the social and economic conditions of Midcrest as presented to the Midcrest leaders by the state Extension staff (see Item 3 of Social and Economic Conditions of Midcrest Knowledge Score).

<table>
<thead>
<tr>
<th>Code</th>
<th>Item 3</th>
<th>Social and Economic Conditions of Midcrest Knowledge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Yes</td>
<td>a. Low farm income in Midcrest is due to excess production and underemployment on farms.</td>
</tr>
</tbody>
</table>
b. At the present time there are not enough nonfarm jobs in Midcrest to offset the decline in farming opportunities.

c. The per person costs of institutional services are increasing in communities with a declining population.

d. The business volume will tend to decrease in Midcrest businesses selling agricultural production inputs such as feed, seed, and fertilizer.

e. Information programs are needed which will develop awareness and understanding of the social and economic conditions leading to the solution of problems in Midcrest.

f. New training and retraining opportunities are needed to equip persons with skills and abilities which are in demand.

g. Most of the jobs in the Midcrest area are related to agriculture, therefore one of the major social and economic problems deals with the necessary adjustments in this vocation.

h. New basic jobs in industry and/or recreation are needed to offset the declining base employment in agriculture.

i. Pressure will increase for the reduction in farm size as farm operators attempt to maximize returns to labor and capital.

j. The economic base data indicate that schools and churches, especially in rural areas, could lose students and members if the decrease in farm jobs and increasing age of farm operators continues.

k. In the future the small town will have little or no function to perform.

l. While the total population has decreased in the past decade in Midcrest, export jobs and per capita income have increased during the same period.

m. Farm consolidation has about leveled off in the Midcrest area.
n. The out-migrants (i.e., people moving out of the area) are usually distributed equally over all age groups in the Midcrest area.

o. The economic base study of the Midcrest area showed that two-thirds of the area farms had less than $3,000 net income.

p. The out-migration in the Midcrest area is less than the out-migration in other development areas in the state.

q. It is not possible for Midcrest to secure enough industry to maintain the present population numbers.

r. The function of the small town in Midcrest is changing from drug, hardware, and clothing services to suppliers of agricultural inputs.

s. Generally the larger schools have higher per pupil costs but offer a greater variety of subjects.

t. The students of larger schools generally score lower on performance tests because they get less personal attention.

u. When the population of an area is declining, county government costs can increase on a per capita basis even though the services offered remain the same.

v. There is a substantial amount of underemployment on southern Iowa farms.

Total Correct Points = 44

On the basis of using a knowledge score of social and economic conditions as a measure of the respondents knowledge, the following empirical hypothesis is stated:

Empirical Hypothesis 3: The Area Development Leadership Group's knowledge score of social and economic conditions of Midcrest will be similar to the State Extension Staff's knowledge score of the social and economic conditions of Midcrest.
General Hypothesis 2: There will be common perception of the importance of the significant social system elements between the Area Development Leadership Group and the State Extension Staff.

The common variable in this analysis is role perception. Since specific roles for the members of the Area Development Leadership Group were not specified by the State Extension Staff, this relationship does not constitute a direct communicative process, however, consensus between the leadership group and the state staff on this concept is an indication of systemic linkage. This type of linkage may indicate to change agents the roles members of the leadership group could be expected to perform. The specific hypothesis is stated as follows:

Specific Hypothesis 4: The Area Development Leadership Group's perception of the importance of relevant Area Development Leadership Group roles will not differ significantly from the State Extension Staff's perception of the importance of relevant Area Development Leadership Group roles.

To provide a measure of the Area Development Leadership Group member's role expectation, a list of 18 Area Development Leadership Group member activities were rated by the respondents on the basis of importance. The degree of importance used were "unimportant", "not very important", "important", and "very important". Each degree of importance was assigned a numerical value. These values were: unimportant = 0, not very important = 1, important = 2, and very important = 3. The total and item scores are used for determining the significance of the consensus between the area leaders and the state staff, as well as
indicating which items the respondents value most. The role expectation score is a measure of the respondent's role expectation as members of the Area Development Leadership Group. The items and scoring of the role expectation score is given in Item 4 of Role Expectation Score.

<table>
<thead>
<tr>
<th>Code</th>
<th>Item 4</th>
<th>Role Expectation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>1 NV1</td>
<td>UN</td>
</tr>
<tr>
<td>Points</td>
<td>3 2 1 0</td>
<td>a. Attending general and special meetings of the Area Development Leadership Group.</td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>b. Serving as officers and on committees of the Area Development Leadership Group.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>c. Voting on issues which the Area Development Leadership Group considers.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>d. Giving talks to organizations in the local county about the work of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>e. Giving talks outside the county concerning the work of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>f. Writing news articles about the work of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>g. Appearing on radio and T.V. in behalf of the interests of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>h. Serving on committees to conduct research concerning the problems of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>i. Arranging displays and publicity about the work of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>j. Talking to neighbors and friends about the work of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>k. Forming or working with action groups in developing programs to further the interests of Midcrest.</td>
<td></td>
</tr>
<tr>
<td>3 2 1 0</td>
<td>l. Reading and studying information relating to the problems of Midcrest.</td>
<td></td>
</tr>
</tbody>
</table>
Empirical Hypothesis 4: The Area Development Leadership Group's role expectation score will be similar to the State Extension Staff's role expectation score.

General Hypothesis 3: There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.

A systemic element common to members of the Area Development Leadership Group and the members of the State Extension Staff is belief. This element may be operationalized in a number of different categories. The two areas of interest analyzed in this study concern the respondents subjective interpretation of the effect the leadership group may or may not have on the success of the area development effort and the respondent's
beliefs about institutional changes. The specific hypotheses are stated as follows:

**Specific Hypothesis 5:** The Area Development Leadership Group's beliefs about institutional changes in the Midcrest area will not differ significantly from the State Extension Staff's beliefs about institutional changes in the Midcrest area.

The respondent's beliefs about institutional changes are an indirect measure of the communication effectiveness during the seminar-six meetings. While not all the items listed on institutional change had been directly discussed during the meetings or given in the publications distributed to the leadership members, the implications of the ideas discussed did have a relationship to all the statements about institutional change. The statements were rated by the respondents on the basis of strongly agree, agree, disagree, and strongly disagree. Numerical values were given to each rating depending on the content of the statement (see Item 6 of Belief Score Institutional Changes in the Midcrest Area).

A total score for the group was used to determine consensus between the leadership group and the state staff. The item rating may be used by change agents to determine the leadership member's attitude toward specific institutional changes. These items would be helpful in planning a continuing education program in the area. The belief score about institutional changes in the area is a measure of the respondents beliefs about institutional changes in the Midcrest area. Twenty-four items were rated.
<table>
<thead>
<tr>
<th>Code</th>
<th>Item 6</th>
<th>Belief Score Institutional Changes in the Midcrest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A D SD</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>a. The consolidation of county governments would be a way to achieve social and economic development in Midcrest.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>b. Church consolidation would be an effective means of achieving better church programs in the area.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>c. The high school enrollment in most of the school districts in Midcrest is too low.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>d. The eight counties working together have a better chance of securing industry than if each community worked independently.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>e. Most of the school districts in Midcrest could have better schools by merging with other school districts.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>f. The major decisions for action in the Midcrest area will be made by the influentials of the area.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>g. Change that will maximize the social and economic resources of Midcrest needs to be based on an understanding of the structural and human imbalances of the area.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>h. A major factor to consider when making decisions about future Midcrest institutions is the changing population prospect.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>i. In the future an area the size of Midcrest may be a single secondary school district.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>j. The county governments in Midcrest should consider alternate means of combining facilities for improving local government.</td>
</tr>
<tr>
<td>4</td>
<td>3 2 1</td>
<td>k. The small community will continue to fulfill a need in the Midcrest area.</td>
</tr>
</tbody>
</table>
l. Centralization of governmental functions is a means of improving the social and economic conditions of Midcrest.

m. The integration of welfare programs in the Midcrest area could accomplish more than the present structure of special welfare programs.

n. Health facilities on a scale larger than the county would be more satisfactory than county units.

o. Farm size and the average income per farm unit will continue to increase in the Midcrest area.

p. The average size of the Midcrest family will continue to decrease.

q. The dependency ratio (those under 18 years plus those over 65 years vs. those 18 years to 64 years) of the Midcrest area will continue to be high.

r. Greater utilization of "federally-matched" funds would improve Midcrest institutions.

s. Efficiency and effectiveness are the major criteria to use in making decisions about the social and economic institutions of Midcrest.

t. Federally sponsored farm programs such as the present voluntary farm program are no longer needed for Midcrest farmers.

u. If the federal farm programs were stopped, agricultural production would increase in Midcrest.

v. The Midcrest farmer would have a higher level of living without a federal farm program.

w. An increase in farm production would lower the price of farm products for Midcrest farmers.
Farm organizations such as the Farm Bureau, Farmers Union, Grange, and National Farmers Organization are primarily responsible for the improved condition of agriculture in Midcrest.

Based on the measures used, the following empirical hypothesis is stated:

**Empirical Hypothesis 5**: The Area Development Leadership Group's belief score about institutional changes in the Midcrest area will be similar to the State Extension Staff's belief score about institutional changes in the Midcrest area.

There were three separate facilities that were emphasized during the formation of the leadership group. These three means included the publications distributed to the members of the Area Development Leadership Group, the six-seminar meetings on social and economic development, and the selection and orientation of the members of the Area Development Leadership Group. The degree of congruency between the members of the State Extension Staff and the members of the Area Development Leadership Group on these three means is further indication of the degree of systemic linkage between the two groups. Each of the means listed was rated by degrees of satisfaction. These degrees of satisfaction were very satisfactory, satisfactory, not very satisfactory, unsatisfactory, and don't know. Numerical values were assigned to each rating. A total score for the group was used to determine the degree of consensus between the leadership group and the State Extension Staff.
General Hypothesis 4: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the facilities used in the formation and orientation of the Area Development Leadership Group.

The publications included the Population Study, the Economic Base Book, and the area publications distributed by the area leader.

Specific Hypothesis 6: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the area publications distributed.

Total possible points = .9

Based on the measures used, the following empirical hypothesis is stated:

Empirical Hypothesis 6: The Area Development Leadership Group's publication mean score will be similar to the State Extension Staff's publication mean score.

The seminar meetings included two phases. One aspect was a rating of the meetings and the other included a rating of the presentation of materials by the staff members. Numerical values were assigned to each rating. A total score for the group was used to determine the degree of consensus between the leadership group and the State Extension Staff.

Specific Hypothesis 7: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the seminar meetings as presented by the State Extension Staff.

Total possible points = 6
Based on the measures used, the following empirical hypothesis is stated:

**Empirical Hypothesis 7:** The Area Development Leadership Group's seminar mean score will be similar to the State Extension Staff's seminar mean score.

One item was rated by the respondents on the procedures followed in selection of the members for the Area Development Leadership Group. Numerical values were assigned to each rating. A total score for the group was used to determine the degree of consensus between the leadership group and the state staff.

**Specific Hypothesis 8:** There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the procedures followed in the selection of the members for the Area Development Leadership Group.

Total Possible Points = 3

Based on the measures used, the following empirical hypothesis is stated:

**Empirical Hypothesis 8:** The Area Development Leadership Group's selection mean score will be similar to the State Extension Staff's selection mean score.

**General Hypothesis 5:** There will be a significant relationship between the Area Development Leadership Group member's linkage systems and relevant personal and social factors.

There are many linkage systems through which power actors may exert influence in the Midcrest area. The many formal and informal
organizations in local communities provide the most common arena in which influentials initiate their efforts for community improvement. The efforts of local influentials often extend beyond the local community boundaries through the vertical and horizontal structure of the local voluntary organization. It is also through past and present participation in local organizations that the local power actors acquire a part of their status rating in the local community and the surrounding area.

**Specific Hypothesis 9:** There will be a significant relationship between the Area Development Leadership Group member's formal organization participation and the member's influence rating.

The participation variable has several components. The primary concern for this study is with the extent to which leadership members had membership in formal organizations and also the extent of the members' involvement in the organizations. Membership in an organization is defined in terms of both past and present membership in organizations. The degree of involvement includes the member's attendance at schedules meetings, offices held, and the member's productivity rating in the organization. By awarding points to the separate segments of the member's participation in voluntary organizations, a tool may be developed to measure participation in these organizations. The points used to score the items are as follows:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>during the past 12 months (present); previous to past 12 months (past)</td>
<td>1  Not now a member, but was a member in the past</td>
</tr>
<tr>
<td></td>
<td>2  Now a member, but was not a member in the past</td>
</tr>
<tr>
<td></td>
<td>3  Now a member and was a member in the past</td>
</tr>
</tbody>
</table>


Offices held in organization: During the 12 months (present); previous to past 12 months (past)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not an officer now, but was an officer in the past</td>
</tr>
<tr>
<td>2</td>
<td>Am an officer now and was not an officer in the past</td>
</tr>
<tr>
<td>3</td>
<td>Am an officer now and was an officer in the past</td>
</tr>
<tr>
<td>4</td>
<td>Am a county officer now</td>
</tr>
<tr>
<td>5</td>
<td>Am a district officer now</td>
</tr>
<tr>
<td>6</td>
<td>Am a state officer now</td>
</tr>
<tr>
<td>7</td>
<td>Am a regional officer now</td>
</tr>
<tr>
<td>8</td>
<td>Am a national officer now</td>
</tr>
</tbody>
</table>

Degree of participation in organization

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attended less than 25 percent of the meetings</td>
</tr>
<tr>
<td>2</td>
<td>Attended 26 to 50 percent of the meetings</td>
</tr>
<tr>
<td>3</td>
<td>Attended 51 to 74 percent of the meetings</td>
</tr>
<tr>
<td>4</td>
<td>Attended 75 percent or more of the meetings</td>
</tr>
</tbody>
</table>

Productivity as a member: This was a self rating by the member on the basis of his ability to influence the decisions made in the organization

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not productive</td>
</tr>
<tr>
<td>1</td>
<td>Somewhat productive</td>
</tr>
<tr>
<td>2</td>
<td>Very productive</td>
</tr>
</tbody>
</table>

The total cumulative score for participation in each organization would be $3 + 8 + 4 + 2 = 17$ points. The points for all organizations were added to give a total participation score. The total participation score is a measure of the Area Development Leadership Group member's participation in formal organizations.

A variable closely associated with a group member's effectiveness as a member of a group is the influence a member is perceived to have as a member of the group. This awareness includes both self perception of influence as well as the group's perception of the member's ability to affect the behavior of others in the group. Each Area Development
Leadership Group member ranked the other members of the group on the basis of his perception of the other members' degree of influence in making decisions on issues concerning the leadership group. Each member also ranked the other members of the group on his perception of the other members' ability to influence decisions on community issues in the local area. Each member rated himself as an influential both as a member of the Area Development Leadership Group and as an influential in his local community.

The points used to score the items are as follows:

The Area Development Leadership Group member's influence rating of other members.

Member influence on Area Development Leadership Group Issues

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Don't know</td>
</tr>
<tr>
<td>1</td>
<td>Low influence</td>
</tr>
<tr>
<td>2</td>
<td>Medium influence</td>
</tr>
<tr>
<td>3</td>
<td>Very influential</td>
</tr>
</tbody>
</table>

Member influence on Local Community Issues

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Don't know</td>
</tr>
<tr>
<td>1</td>
<td>Low influence</td>
</tr>
<tr>
<td>2</td>
<td>Medium influence</td>
</tr>
<tr>
<td>3</td>
<td>Very influential</td>
</tr>
</tbody>
</table>

The Area Development Leadership Group member's self rating

Self Rating of Influence on Area Development Leadership Group Issues

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No influence</td>
</tr>
<tr>
<td>1</td>
<td>One vote like the rest but little influence</td>
</tr>
<tr>
<td>2</td>
<td>Just as much influence as anyone else</td>
</tr>
<tr>
<td>3</td>
<td>More influence than the average of the group</td>
</tr>
</tbody>
</table>
Self Rating of Influence on Local Community Issues

Points
0  No influence
1  One vote like the rest but little influence
2  Just as much influence as anyone else
3  More influence than the average of the group

The total cumulative score for influence would be $3 + 3 + 3 + 3 = 12$ points for each individual rating. The points from all member ratings were added to give a total influence score. The total influence score is a measure of the Area Development Leadership Group member’s influence as a member of the leadership group. On the basis of these measures the following empirical hypothesis is stated:

**Empirical Hypothesis 9**: There will be a significant relationship between the Area Development Leadership Group member’s total participation score and the Area Development Leadership Group member’s influence rating score.

The number of contacts power actors have outside formal organizations also provide them opportunities to exert influence on issues pertaining to area development. A measure of these contacts was made by determining the number and range of contacts by leadership members. Points were awarded for the number of contacts each group member estimated he averaged per day by unit of distance. A contact is defined as a situation in which there was interaction between the Area Development Leadership Group member and another person. In a few cases a few people were involved. In these situations each person constituted a contact. These contacts were primarily for business purposes, although in some cases there were small informal groups. These informal groups were
generally coffee groups. The points used to score the items were as follows:

**Contact Score**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>For each contact per day under 25 miles distance</td>
</tr>
<tr>
<td>1</td>
<td>For each contact per day 25 to 49 miles distance</td>
</tr>
<tr>
<td>1</td>
<td>For each contact per day 50 to 74 miles distance</td>
</tr>
<tr>
<td>1</td>
<td>For each contact per day 75 miles or more</td>
</tr>
</tbody>
</table>

The points for all contacts were added to give a total scope of contact score. The total scope of contact score is a measure of the Area Development Leadership Group member's number and range of contacts in the Mid-crest area. On the basis of these measures the following empirical hypothesis is stated:

**Specific Hypothesis 10:** There will be significant relationships between the Area Development Leadership Group member's scope of contacts and the Area Development Leadership Group member's influence rating.

**Empirical Hypothesis 10:** There will be a significant relationship between the Area Development Leadership Group member's total scope of contacts score and the Area Development Leadership Group member's influence rating score.

**Specific Hypothesis 11:** There will be significant relationship between the attendance of Area Development Leadership Group member's at area meetings and the Area Development Leadership Group member's influence rating.

A linkage between the Area Development Leadership Group member's
attendance at scheduled meetings of the Area Development Leadership Group and the member's influence rating has been hypothesized. A measure of membership attendance is the number of scheduled meetings attended by the members. One point was allowed for each meeting the member attended. A total of 14 meetings were held for the group. An attendance score is a measure of the member's attendance at the scheduled meetings. Based on these measures, the following empirical hypothesis is stated:

**Empirical Hypothesis 11**: There will be a significant relationship between the Area Development Leadership Group member's attendance score and the Area Development Leadership Group member's influence rating.

**General Hypothesis 6**: There will be a significant relationship between the personal and social characteristics of the members of the Area Development Leadership Group and the personal and social characteristics of the influential of previous studies.

Five Iowa (13) studies of community actors were selected for comparison because the situational factors and the procedures followed in selecting the influentials in these areas were very similar to those of the Midcrest area. Therefore, one might expect the personal and social characteristics of the Area Development Leadership Group members to be similar to the personal and social characteristics of the power actors in the five Iowa studies. By verifying these personal and social characteristics one may predict the personal characteristics of the power actors in other similar situations.

The variables used to measure the personal and social characteristics of the power actors included sex, age, formal education, occupational
affiliations, gross family income, political affiliation, military service, length of residence, home ownership, and the number of people living in the household. The relationship between the Area Development Leadership Group and the power actors of the five Iowa studies were determined for each variable.

Median values were computed for the personal and social characteristics of the power actors in the five Iowa community studies. Median values were also computed for the personal and social characteristics of the members of the Area Development Leadership Group. These median values were used as median value scores to operationalize the personal and social characteristics of the members of each group. The median value score is a measure of the personal and social characteristics of the power actors in each study. Based on these measures, the following specific hypotheses are stated:

Specific Hypothesis 12: There will be a significant relationship between the age of the members of the Area Development Leadership Group and the age of the power actors of the five Iowa studies.

Empirical Hypothesis 12: There will be a significant relationship between the age score of the members of the Area Development Leadership Group and the age score of the power actors of the five Iowa studies.

Specific Hypothesis 13: There will be a significant relationship between the formal education of the members of the Area Development Leadership Group and the formal education of the power actors of the five Iowa studies.

Empirical Hypothesis 13: There will be a significant relationship
between the formal education score of the members of the Area Development Leadership Group and the formal education score of the power actors of the five Iowa studies.

**Specific Hypothesis 14**: There will be a significant relationship between the gross family income of the members of the Area Development Leadership Group and the gross family income of the power actors of the five Iowa studies.

**Empirical Hypothesis 14**: There will be a significant relationship between the gross family income score of the members of the Area Development Leadership Group and the gross family income score of the power actors of the five Iowa studies.

**Specific Hypothesis 15**: There will be a significant relationship between the political orientation of the members of the Area Development Leadership Group and the political orientation of the power actors of the five Iowa studies.

**Empirical Hypothesis 15**: There will be a significant relationship between the political orientation score of the members of the Area Development Leadership Group and the political orientation score of the power actors of the five Iowa studies.

**Specific Hypothesis 16**: There will be a significant relationship between the military service of the members of the Area Development Leadership Group and the military service of the power actors of the five Iowa studies.

**Empirical Hypothesis 16**: There will be a significant relationship between the military service score of the members of the Area Development
Leadership Group and the military service score of the power actors of the five Iowa studies.

Specific Hypothesis 17: There will be a significant relationship between the residence in the community of the members of the Area Development Leadership Group and the residence in the community of the power actors of the five Iowa studies.

Empirical Hypothesis 17: There will be a significant relationship between the residence in the community score of the members of the Area Development Leadership Group and the residence in the community score of the power actors of the five Iowa studies.

Specific Hypothesis 18: There will be a significant relationship between the home ownership of the members of the Area Development Leadership Group and the home ownership of the power actors of the five Iowa studies.

Empirical Hypothesis 18: There will be a significant relationship between the home ownership score of the members of the Area Development Leadership Group and the home ownership score of the power actors of the five Iowa studies.

Specific Hypothesis 19: There will be a significant relationship between the people living in the households of the members of the Area Development Leadership Group and the people living in the households of the power actors of the five Iowa studies.

Empirical Hypothesis 19: There will be a significant relationship between the people living in the household score of the members of the Area Development Leadership Group and the people living in the household score of the power actors of the five Iowa studies.
Specific Hypothesis 20: There will be a significant relationship between the sex ratio of the members of the Area Development Leadership Group and the sex ratio of the power actors of the five Iowa studies.

Empirical Hypothesis 20: There will be a significant relationship between the sex ratio score of the members of the Area Development Leadership Group and the sex ratio score of the power actors of the five Iowa studies.

Specific Hypothesis 21: There will be a significant relationship between the occupational affiliation of the members of the Area Development Leadership Group and the occupational affiliation of the power actors of the five Iowa studies.

Empirical Hypothesis 21: There will be a significant relationship between the occupational affiliation score of the members of the Area Development Leadership Group and the occupational affiliation score of the power actors of the five Iowa studies.

The final evaluation of the Area Development Leadership Group was made on the basis of the effect the respondents expected the leadership group would have on the overall area development activity.

General Hypothesis 7: There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.

Specific Hypothesis 22: The Area Development Leadership Group's beliefs about the effect the Area Development Leadership Group may have on the Midcrest development program will not differ significantly from the State Extension Staff's beliefs about the effect the Area Development
Leadership Group may have on the Midcrest development program.

A series of statements about the effect the Area Development Leadership may or may not have on the area development program were rated by the respondents. Four possible ratings were listed as: strongly agree, agree, disagree, and strongly disagree. Numerical values were given to each rating depending on the wording of the statement (see Item 5 of Belief Score -- the Effect of the Area Development Leadership Group on the Midcrest Area Program).

Item 5 Belief Score -- The Effect of the Area Development Leadership Group on the Midcrest Area Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Points</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>a</td>
<td></td>
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<td>b</td>
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<td>d</td>
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<td></td>
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<tr>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Action taken by the Area Development Leadership Group will not have much effect on the social and economic problems of the area.

b. Collective effort as represented by the Area Development Leadership Group eventually will stifle individual initiative in the Midcrest area.

c. The Area Development Leadership Group will be a source of creativity for the Midcrest area.

d. An educational group such as the Area Development Leadership Group can help area and local community institutions become more efficient and effective units of operation.

e. The benefits derived from the efforts of the Area Development Leadership Group for area development will be less than the costs involved.

f. In the future the Area Development Leadership Group will be the primary action group to improve the social and economic conditions in the area.
The idea of an Area Development Leadership Group is good in theory, but in practice it will be just another organization to serve the interests of a few.

The Area Development Leadership Group will be more effective in social and economic development for the Midcrest area than would be the independent action of local community groups for social and economic development in the area.

The activities of the Area Development Leadership Group will improve local government in the Midcrest area.

The Area Development Leadership Group will have an effect on the development of educational systems in the area.

There are better ways of solving the social and economic problems of the area than through the efforts of the Area Development Leadership Group in the Extension education program.

The efforts of the Area Development Leadership Group for social and economic development would be more effective in an area half the size of Midcrest.

Research information used by the Area Development Leadership Group would improve the programs of voluntary organizations in the Midcrest area.

The efforts of the Area Development Leadership Group will help develop the church programs in the Midcrest area.

Total Possible Points = 56

Empirical Hypothesis 22: The Area Development Leadership Group's belief score about the effect of the Area Development Leadership Group on the Midcrest area program will not differ significantly from the State
Extension Staff's belief score about the effect of the Area Development Leadership Group on the Midcrest area program.

Statistical Procedures

The statistical measures used to determine the significance of the relationships tested varied with the needs of the analysis. Specific Hypotheses 1, 2, and 3 of General Hypothesis 1 were unique situations in which the five members of the state staff were the only staff members to give information on these specific concepts to the 48 members of the Area Development Leadership Group. Since these five staff members constituted the population for the communication source, this group was assumed to represent the criteria for analysis of this segment of the study. In assuming perfect transfer of information, the proportion of correct answers for the leadership group was expected to be the same as the proportion for the state staff. Under perfect transfer the population proportion for the leadership group could be predicted from the information about the state staff. The test statistic used for hypothesis testing of General Hypotheses 1 and 4 was:

\[ t = \frac{\bar{X} - \mu}{\sqrt{\frac{S^2}{N}}} \]  

(40).

For General Hypotheses 2, 3, and 7, the 14 county staff members were considered as a part of the state staff in that the relationships analyzed were not direct communications from the five staff members but rather a function of the Extension program in which all staff members
contributed. This being the case, the total Extension staff membership used for the analysis of these relationships was 19. Using the larger number for the state staff, the relationships between the leadership group and the state staff was more adequately tested by other tests. The test statistic used for these hypotheses was:

\[
   t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\varepsilon^2_{x_1} + \varepsilon^2_{x_2}}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}
\]

(38).

In General Hypothesis 5, the linkage between systems is an expression of mutual relationships. The degree of association between the specific variables is a measure of the congruency of the variables. The correlation coefficient is a statistical measure which describes the degree of linear relation between the variables

\[
   r = \frac{\varepsilon_{x_1} \cdot x_2}{\sqrt{\varepsilon^2_{x_1} \cdot \varepsilon^2_{x_2}}}
\]

(51).

For General Hypothesis 6, the median chi-square was used to show the similarity of the personal and social characteristics of the power actors in the five Iowa communities. The same measure was used to show the similarity of the personal and social characteristics of the members of Area Development Leadership Group and the power actors of the five Iowa studies.

Both the .05 and the .01 levels of significance were considered as points of significance of the relationships tested.
ANALYSIS OF DATA

Findings

In the preceding sections, the general and specific hypotheses were derived and measures to operationalize the hypotheses were described. The measures were interrelated in the form of empirical hypotheses for statistical testing. The purpose of this section is to report the results of the statistical tests of the empirical hypotheses. The general and specific hypotheses will be restated for purposes of clarity.

Statements and tests of hypotheses

General Hypothesis 1: There will be common knowledge of the significant social system elements between the Area Development Leadership Group and the State Extension Staff.

Specific Hypothesis 1: The Area Development Leadership Group's knowledge of Area Development Leadership Group goals and objectives will not differ significantly from the State Extension Staff's knowledge of the Area Development Leadership Group goals and objectives.

E. H. 1: The Area Development Leadership Group's knowledge score of the Area Development Leadership Group's goals and objectives will be similar to the State Extension Staff's knowledge score of the Area Development Leadership Group's goals and objectives. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's knowledge scores will not differ from the State Extension Staff's knowledge scores. The computed
Specific Hypothesis 2: The Area Development Leadership Group's knowledge of the Midcrest goals and objectives will not differ significantly from the State Extension Staff's knowledge of the Midcrest goals and objectives.

E. H. 2: The Area Development Leadership Group's knowledge score of Midcrest goals and objectives will be similar to the State Extension Staff's knowledge score of Midcrest goals and objectives. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's knowledge score will not differ from the State Extension Staff's knowledge score. The computed \( t \) was 1.211 where a value of 2.008 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. The data support the original proposition.

Specific Hypothesis 3: The Area Development Leadership Group's knowledge of the social and economic conditions of Midcrest as presented will not differ significantly from the State Extension Staff's knowledge of the social and economic conditions as presented.

E. H. 3: The Area Development Leadership Group's knowledge score of social and economic conditions of Midcrest will be similar to the State Extension Staff's knowledge score of
the social and economic conditions of Midcrest. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's knowledge score will not differ from the State Extension Staff's knowledge score. The computed $t$ was 1.12 where a value of 2.008 is needed to be significant at the .05 level. The null hypothesis is not refuted. The data support the original proposition.

**General Hypothesis 2:** There will be common perception of the importance of the significant social system elements between the Area Development Leadership Group and the State Extension Staff.

**Specific Hypothesis 4:** The Area Development Leadership Group's perception of the importance of relevant Area Development Leadership Group roles will not differ significantly from the State Extension Staff's perception of the importance of relevant Area Development Leadership Group roles.

**E. H. 4:** The Area Development Leadership Group's role expectation score will be similar to the State Extension Staff's role expectation score. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's role expectation score will not differ from the State Extension Staff's role expectation score. The computed $t$ was .211 where a value of 2.000 is needed to be significant at the .05 level. The null hypothesis is not refuted. The data support the original proposition.
General Hypothesis 3: There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.

Specific Hypothesis 5: The Area Development Leadership Group's beliefs about institutional changes in the Midcrest area will not differ significantly from the State Extension Staff's beliefs about institutional changes in the Midcrest area.

E. H. 5: The Area Development Leadership Group's belief score about institutional changes in the Midcrest area will be similar to the State Extension Staff's belief score about institutional changes in the Midcrest area. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's belief score about institutional changes in the Midcrest area will not differ from the State Extension Staff's belief score about institutional changes in the Midcrest area. The computed $t$ was 1.74 where a value of 2.000 is needed to be significant at the .05 level. (The significant value for $t$ is 2.000 instead of 2.008 because of the change in the N.) The null hypothesis is not refuted. The data support the original proposition.

General Hypothesis 4: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the facilities used in the formation of the orientation of the Area Development Leadership Group.
Specific Hypothesis 6: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the area publications.

E. H. 6: The Area Development Leadership Group's publication mean score will be similar to the State Extension Staff's publication mean score. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's publication mean score will not differ from the State Extension Staff's publication mean score. The computed $t$ was 1.22 where a value of 2.008 is needed to be significant at the .05 level. The null hypothesis is not refuted. The data support the original proposition.

Specific Hypothesis 7: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the seminar meetings as presented by the State Extension Staff.

E. H. 7: The Area Development Leadership Group's seminar mean score will be similar to the State Extension Staff's seminar mean score. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's seminar mean score will not differ significantly from the State Extension Staff's seminar mean score. The computed $t$ was 1.55 where a value of 2.008 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. The data support the original proposition.
Specific Hypothesis 8: There will be mutual acceptance between the State Extension Staff and the Area Development Leadership Group of the procedures followed in the selection of the members for the Area Development Leadership Group.

E. H. 8: The Area Development Leadership Group's selection mean score will be similar to the State Extension Staff's selection mean score. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's selection mean score will not differ from the State Extension Staff's selection mean score. The computed \( t \) was 1.71 where a value of 2.008 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. The data support the original proposition.

General Hypothesis 5: There will be a significant relationship between the Area Development Leadership Group member's linkage systems and relevant personal and social factors.

Specific Hypothesis 9: There will be a significant relationship between the Area Development Leadership Group member's formal organization participation and the member's influence rating.

E. H. 9: There will be a significant relationship between the Area Development Leadership Group member's total participation score and the Area Development Leadership Group member's influence rating score. The hypothesis stated in the statistical null form is: There will not be a significant
relationship between the Area Development Leadership Group member's total participation score and the Area Development Leadership Group member's influence rating score. The computed correlation coefficient is .721 which is significant at the .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

Specific Hypothesis 10: There will be a significant relationship between the Area Development Leadership Group member's scope of contacts and the Area Development Leadership Group member's influence rating.

E. H. 10: There will be a significant relationship between the Area Development Leadership Group member's total scope of contacts score and the Area Development Leadership Group member's influence rating score. The hypothesis stated in the statistical null form is: There will not be a significant relationship between the Area Development Leadership Group member's total scope of contact score and the Area Development Leadership Group member's influence rating score. The computed correlation coefficient is .655 which is significant at the .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

Specific Hypothesis 11: There will be a significant relationship between the attendance of Area Development Leadership Group members at area meetings and the Area Development Leadership Group member's influence rating.
E. H. 11: There will be a significant relationship between the Area Development Leadership Group member's attendance score and the Area Development Leadership Group member's influence rating. The hypothesis stated in the statistical null form is: There will not be a significant relationship between the Area Development Leadership Group member's attendance score and the Area Development Leadership Group member's influence rating score. The computed correlation coefficient is .281 which is not significant at the .05 level of probability. The null hypothesis is not refuted. These data do not support the original proposition.

**General Hypothesis 6**: There will be a significant relationship between the personal and social characteristics of the members of the Area Development Leadership Group and the personal and social characteristics of the influentials of previous studies.

**Specific Hypothesis 12**: There will be a significant relationship between the age of the members of the Area Development Leadership Group and the age of the power actors of the five Iowa studies.

**Specific Hypothesis 13**: There will be a significant relationship between the formal education of the members of the Area Development Leadership Group and the formal education of the power actors of the five Iowa studies.

**Specific Hypothesis 14**: There will be a significant relationship between the gross family income of the members of the Area Development
Leadership Group and the gross family income of the power actors of the five Iowa studies.

Specific Hypothesis 15: There will be a significant relationship between the political orientation of the members of the Area Development Leadership Group and the political orientation of the power actors of the five Iowa studies.

Specific Hypothesis 16: There will be a significant relationship between military service of the members of the Area Development Leadership Group and the military service of the power actors of the five Iowa studies.

Specific Hypothesis 17: There will be a significant relationship between the residence in the community of the members of the Area Development Leadership Group and the residence in the community of the power actors of the five Iowa studies.

Specific Hypothesis 18: There will be a significant relationship between the home ownership of the members of the Area Development Leadership Group and the home ownership of the power actors of the five Iowa studies.

Specific Hypothesis 19: There will be a significant relationship between the people living in the households of the members of the Area Development Leadership Group and the people living in the households of the power actors of the five Iowa studies.

Specific Hypothesis 20: There will be a significant relationship between the sex ratios of the members of the Area Development Leadership Group and the sex ratio of the power actors of the five Iowa studies.
Specific Hypothesis 21: There will be a significant relationship between the occupational affiliation of the members of the Area Development Leadership Group and the occupational affiliation of the power actors of the five Iowa studies.

E. H. 12: There will be a significant relationship between the age score of the members of the Area Development Leadership Group and the age score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group age score will not differ from the age score of the power actors in the five Iowa studies. The computed $X^2$ with one degree of freedom is .425 where a value of .384 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

E. H. 13: There will be a significant relationship between the formal education score of the members of the Area Development Leadership Group and the formal education score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group formal education score will not differ from the formal education score of the power actors in the five Iowa studies. The computed $X^2$ with one degree of freedom is 2.216 where a value of 3.84 is needed to be significant at the .05 level. The statistical null
hypothesis is not refuted. These data support the original proposition.

E. H. 14: There will be a significant relationship between the gross family income score of the members of the Area Development Leadership Group and the gross family income score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group gross family income score will not differ from the gross family income score of the power actors of the five Iowa studies. The computed $X^2$ with one degree of freedom is 33.29 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is refuted. These data do not support the original proposition.

E. H. 15: There will be a significant relationship between the political orientation score of the members of the Area Development Leadership Group and the political orientation score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group political orientation score will not differ from the political orientation score of the power actors of the five Iowa studies. The computed $X^2$ with one degree of freedom is 1.86 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.
E. H. 16: There will be a significant relationship between the military service score of the members of the Area Development Leadership Group and the military service score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group military service score will not differ from the military service score of the power actors of the five Iowa studies. The computed $X^2$ is 2.31 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

E. H. 17: There will be a significant relationship between the residence in the community score of the members of the Area Development Leadership Group and the residence in the community score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group residence score will not differ from the residence score of the power actors of the five Iowa communities. The computed $X^2$ is .175 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

E. H. 18: There will be a significant relationship between the home
ownership score of the members of the Area Development Leadership Group and the home ownership score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group home ownership score will not differ from the home ownership score of the power actors of the five Iowa studies. The computed $X^2$ is 1.66 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

E. H. 19: There will be a significant relationship between the people living in household score of the members of the Area Development Leadership Group and the people living in household score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group people in household score will not differ from the people in household score of the power actors of the five Iowa studies. The computed $X^2$ is 1.65 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

E. H. 20: There will be a significant relationship between the sex ratio score of the members of the Area Development Leadership Group and the sex ratio score of the power actors
of the five Iowa studies. No statistical test was made of the power actors in the five Iowa studies. In the five Iowa studies 2 of the 91 or 2.2 percent of the power actors were women. In the Midcrest area 8 of the 48 or 1.66 percent of the members of the Area Development Leadership Group were women. Thus the percentage of women power actors in each group was similar. In both groups the power actors were predominately men.

**E. H. 21:** There will be a significant relationship between the occupational affiliation score of the members of the Area Development Leadership Group and the occupational affiliation score of the power actors of the five Iowa studies. The hypothesis stated in the statistical null form is: The Area Development Leadership Group occupational affiliation score will not differ from the occupational affiliation score of the power actors of the five Iowa studies. The computed $X^2$ is 1.01 where a value of 3.84 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. These data support the original proposition.

**General Hypothesis 7:** There will be common beliefs between the members of the Area Development Leadership Group and the members of the State Extension Staff.

**Specific Hypothesis 22:** The Area Development Leadership Group's beliefs about the effect the Area Development Leadership Group may have
on the Midcrest development program will not differ significantly from the State Extension Staff's beliefs about the effect of the Area Development Leadership Group may have on the Midcrest development program.

E. H. 22: The Area Development Leadership Group's belief score about the effect of the Area Development Leadership Group on the Midcrest area program will be similar to the State Extension Staff's belief score about the effect of the Area Development Leadership Group on the Midcrest area program. The hypothesis stated in the statistical null form is: The Area Development Leadership Group's belief score about the effect of the leadership group on the Midcrest area program will not differ from the State Extension Staff's belief score about the effect of the leadership group on the Midcrest area program. The computed $t$ was 1.91 where a value 2.000 is needed to be significant at the .05 level. The statistical null hypothesis is not refuted. The data support the original proposition.

Discussion

The first specific objective was to determine the degree to which specific social system elements were communicated between the members of the Area Development Leadership Group and the members of the State Extension Staff. The effectiveness of the communication procedures followed
was tested on the basis of mutual knowledge of specified systemic elements, i.e., goals, beliefs, roles, and facilities.

The two groups were found to be significantly related with respect to these elements. The methods and procedures used during the formation of the group were found to be effective and are recommended for the formation of the future leadership groups. This was also an indication of systemic linkage between the two groups.

A majority of the respondents noted the importance of the background information presented during the seminar-six meetings and the authoritative communication of the goals, knowledge, and beliefs by the members of the state Extension staff. A number of the area leaders expressed the need for additional background information for the continuation of the project. They felt this information should be provided primarily by specialists of educational institutions.

While adequate staff leadership and the provision of needed background information are of major importance during the formation of the group, these same elements are also important for the maintenance of the activity. Where this cannot be provided at the state level, greater utilization of county and area personnel is needed. It would appear that more training and utilization of county staff members in leadership and research procedures might be a means of providing needed resources in the Midcrest area.

The second specific objective was to determine the respondents perception of group member roles. While specific roles were not specified for members of the leadership group, other than those implied in the
objectives for the group, there was agreement between the members of the Area Development Leadership Group and the members of the State Extension Staff as to possible roles the members of the leadership group might perform. The results of this inquiry are shown in the Appendix (see Chart 1).

The members of the Area Development Leadership Group were asked in item 15 to list the contacts they had made with diverse groups for the dissemination of area development information. The contacts were very low. This was especially true of the group members' contacts with formal organizations.

The possibility of utilizing members of the leadership group for more systemic linkage with both formal and informal groups was evident. It is true that while members of the leadership group are busy they find time to do the things they consider high priority.

The area respondents perceive their roles to be quite inclusive. The more leadership group members participate in the organization, the greater will be the chances of the group to maintain itself. These group members are an added resource to be used by area leaders.

Group members take part in the leadership group for a number of reasons (see Chart 2). The area leader may capitalize on role performance by leadership group members by matching the member's needs for group participation with the needs of the group.

The third specific hypothesis was to determine the attitudes and opinions of the members of the Area Development Leadership Group regarding the effect the Area Development Leadership Group would have on the outcome
of the Midcrest activity. The analysis showed a significant agreement between the members of the Area Development Leadership Group and the members of the State Extension Staff on the outcome expected. In general, the respondents agreed that action by the Area Development Leadership Group would result in a favorable outcome for the Midcrest effort.

The members of the Area Development Leadership Group gave favorable acceptance of both general and specific phases of the area activity (see Chart 3). Most of the respondents not only agreed that the Area Development Leadership Group would have an effect on the social and economic problems of the area, but they also predominately agreed that the leadership group could effect improvements in such specific areas as local government, education, and church organization.

Further evidence of the respondents ideas on the ultimate outcome of the Area Development Leadership Group's efforts were indicated by their response to item 35 in which the members were asked to give their opinion of the Midcrest development project. The replies were consistent with item 5. Some of the comments were as follows:

The idea is basic and sound.
It is a great activity; it sets guidelines for people.
It is the future thing.
It is good if it can be gotten off the ground.
The idea is fine, but the action is too slow.
It has great possibilities, the small community can't do it alone.
For it 100 percent; it has made great strides.
It has changed the attitudes of people in the community.
The potential is there, but we have a long way to go.

It is fine because there was a need; it will work if the people work.

What it does will be up to the central committee.

The basic idea is fine, it has real potential but a long way to go.

For the less favorable replies, the following comments are cited:

Haven't accomplished much, just laid the groundwork.

Educational, but not sure what has been accomplished.

The future is doubtful.

Nothing sensational, time will tell.

In general, the respondents felt the Area Development Leadership Group had a good start, but a number were concerned about the maintenance of the group. Most of the members thought that the major responsibility for the maintenance of the Midcrest activity was dependent upon the leadership from the State Extension Staff, especially the area leader.

The specific objective to determine the attitudes and opinions of the members of the Area Development Leadership Group regarding institutional changes were significantly similar between the Area Development Leadership Group and the State Extension Staff. This congruency was an indication of the high transfer of knowledge between the two groups. While some of the knowledge tested could have been obtained from sources other than the Extension staff members, most of the background information tested was given during the seminar-six meetings or in the
publications distributed to the members. The results of the interviews as shown in the Appendix (Chart 4) show the institutional categories in which future educational programs may be developed.

The need for background information on which to build institutional programs was most apparent. This was especially true in the areas of the church, school, health, welfare, government, industry, and agriculture. The possibilities for the development of educational programs for extension are unlimited in these categories. Expanded programs in these categories would not only fulfill a felt need, but would also help maintain the interest of the members. There was a noticeable lack of coordination between agencies dealing with similar problems. The area leader could be instrumental in the coordination of mutual programs between agencies.

In pursuing the objective to determine systemic linkage in relation to the activities of the members of the Area Development Leadership Group, it was found that during the formation of the leadership group there was a high degree of linkage between the members of the Area Development Leadership Group and the members of the State Extension Staff. However, systemic linkage between the members of the Area Development Leadership Group and diverse formal and informal groups on matters pertaining to area development were limited.

While most of the members of the leadership group had made some effort to discuss area development with either individuals or groups, the major effort to establish linkage with other groups was made by the area leader. The group members saw their possible role as that of linkage
with other groups but they failed to maximize this possibility.

A primary action for the development of area programs is the strengthening of the horizontal patterns (54). Systemic linkage between the leadership of diverse groups in the area provides the potential for action of common interests. The members of the Area Development Leadership Group who had the most contacts in the area and also the most organizational affiliation were in general selected as the most influential people in the area. The potential for members of the Area Development Leadership Group to influence the leadership in other formal and informal groups is a real possibility. Relationships developed throughout the many sub-units in the area could do much in developing a horizontal pattern in the area.

A study of the specific objective to compare the personal and social characteristics of the members of the Area Development Leadership Group and the personal and social characteristics of the power actors of the five Iowa studies showed no statistically significant difference among the following variables analyzed: sex, age, formal education, political orientation, military service, residence in the community, home ownership, people living in the household, occupation, and the number of children under 18 years of age in the household.

There was a significant difference in the gross income of the two groups studied. This can be accounted for in part by the fact that in the Midcrest study the gross income was taken for a 1-year period while in the Iowa studies the average gross income included a 3-year period. An additional factor is that the year 1966 was used for the income period
for the Midcrest influentials. This was a high income year for both industry and agriculture in the Midcrest area and, therefore, it might be expected to be higher than the 3-year average of the years 1960, 1961, and 1962 used for the five Iowa studies.

From the Iowa studies (12), it may be hypothesized that the personal and social characteristics of the members of the Area Development Leadership Group will differ from the personal and social characteristics of the general populace of the Midcrest area. This observation plus the fact that the members of the Area Development Leadership Group were selected on the basis of their influence in the area is further indication that the personal and social characteristics of the general members of the leadership group may well have an effect on the future of area development in this area.

The utilization of the abilities of these influentials will add much to the needed resources of the area. Knowledge of the personal and social characteristics of the leadership group members may be useful to the area leader in determining possible roles for the leadership members.
SUMMARY AND RECOMMENDATIONS

Summary

The general objective of this dissertation was to analyze a specific area development activity with the aim of studying, planning, and recommending educational efforts for the Extension Service in multi-county areas. Since the central component in the Midcrest area development was the Area Development Leadership Group, the orientation procedures, interaction pattern, and the personal and social characteristics of the 48 members of this leadership group were specifically analyzed to give an estimate of Midcrest activity. On the basis of the relationships found to be significant in the functioning of this leadership group, plans and procedures for future area projects may be recommended.

The theoretical orientation for the development of hypotheses were in general from the theories and conceptualizations of Parsons (44), Loomis (31), Beal, et al. (1), Bohlen and Beal (11), Bohlen, et al. (12), Powers (44), Williams (57), Sanders (50), and Warren (54). From this background three conceptual models emerged. The primary model used as the framework for the study of this area process was the social systems model developed by Loomis (31). Phases of the social power model (12) and the social action model (3) were also cited.

Central to the social systems model is the interaction process. The relationship of systemic elements is basic for an understanding of the relevant social systems. In this dissertation it was postulated that a mutual understanding between the members of the Area Development Leadership Group and the members of the State Extension Staff of relevant
social system elements was in part a measure of systemic linkage between the two groups. It was further assumed that the congruency of elements was an indication of the adequacy of the methods and procedures used during the orientation of the members of the Area Development Leadership Group.

The extent and nature of the interaction pattern of the members of the Area Development Leadership Group both within and outside the group was a factor in establishing systemic linkage within and among relevant groups. The systemic linkages developed during the interaction process were not only important during the formation of the group but these linkages between leadership group members and the members of other groups could have a significant bearing on the maintenance of the total activity of Midcrest.

In comparing the personal and social characteristics of the members of the Area Development Leadership Group with the power actors of other studies, a further verification was obtained for the procedure used in identifying the influentials in a given area. By categorizing the possible influentials the leadership for future area advisory groups may be more adequately selected.

The congruency as expressed in the orientation procedures, the interaction pattern, and the personal and social characteristics of the members of the Area Development Leadership Group is an indication of systemic linkage in the Midcrest activity.

From the background of related theories and conceptualizations seven general hypotheses and 22 specific hypotheses were developed. The
empirical measures and the hypotheses relating to these empirical measures were stated and tested. Statistical measures were applied to the relationships to determine their significance.

Based on the data collected through personal interviews of the 48 members of the Area Development Leadership Group and the 19 members of the State Extension Staff, the following conclusions based on statistical analysis are made:

1. Knowledge of stated goals and objectives were found to be significantly related between the members of the Area Development Leadership Group and the members of the State Extension Staff. This would indicate that the methods, procedures, and personnel employed by the Extension staff in presenting this systemic element to the members of the Area Development Leadership Group were effective facilities for communicating knowledge about goals and objectives to the Area Development Leadership Group. These facilities are recommended for future area orientation activities.

2. Knowledge of the social and economic conditions of Midcrest were found to be significantly related between the members of the Area Development Leadership Group and the members of the State Extension Staff. This would indicate that the methods, procedures, and personnel employed by the Extension Staff in presenting this information to the members of the Area Development Leadership Group were effective facilities for communicating this information to the leadership group. These facilities are recommended for future area orientation activity.
3. Perception of the importance of Area Development Leadership Group roles were found to be significantly related between the members of the Area Development Leadership Group and the members of the State Extension Staff. While the roles surveyed had not been explicitly stated as roles to be performed by the members of the Area Development Leadership Group, the findings indicate activities which the members may perform to assist in maintaining the Midcrest area project (see Appendix, Chart 1).

4. Beliefs about institutional changes were found to be significantly related between the members of the Area Development Leadership Group and the members of the State Extension Staff. These findings not only indicate the effectiveness of the facilities used by the members of the State Extension Staff in presenting the background information to the members of the Area Development Leadership Group, but the specific institutional categories represent areas in which educational programs may be developed in the future. These include education, health, welfare, government, church, and social and economic phases of agriculture (see Appendix, Chart 4).

5. Beliefs about the effect the Area Development Leadership Group may have on the Midcrest development program were found to be significantly related between the members of the Area Development Leadership Group and the members of the State Extension Staff. These findings not only indicate the positive attitude the members of the Area Development Leadership have toward the outcome of the Midcrest effort but it also indicates certain areas in which the educational program of the Extension
service may be developed (see Appendix, Chart 3).

6. Influence was found to be significantly related to the members' participation in formal organizations and the members contacts throughout the area. These structured linkages provide a setting where influentials might interact with others to develop the area program. The top influentials appear to have the most potential to develop the area program.

7. The personal and social characteristics of the members of the Area Development Leadership Group and the personal and social characteristics of the power actors of the five Iowa studies were significantly related. The influentials in the Midcrest area were found to have education, size of household, age, political affiliation, occupational affiliation, residence in community, and military service comparable to that of the power actors of the five Iowa studies. The personal and social characteristics of influentials in other Extension areas may be expected to be similar with regard to the personal and social characteristics of the influentials compared in this study.

Recommendations

Based on the findings of the study and general observations during the interviews, the following recommendations were made:

1. The methods and procedures followed during the formation and orientation of the Area Development Leadership Group are recommended for the formation and orientation of other area leadership groups.
2. Increase the output of background information on institutional phases for area educational programs.

3. Continue the leadership training of county and area Extension personnel.

4. Develop adaptable courses in research methods for county and area Extension personnel.

5. Exploit the development of educational programs in health, education, religion, welfare, and the social and economic aspects of rural and urban living.

6. In areas where there is high mobility of county Extension personnel, periodic seminars on the objectives, plans, and procedures in area development may contribute toward the further realization of area goals.

7. Include the county Extension staff personnel in the research, planning, and implementation of the area program.

8. Stress additional training of area leaders in social-psychological studies, public relations, and research methods.

9. Instigate more coordination of the area development program with relevant agencies in the area.

10. Develop a mechanism for the pooling of basic social and economic information developed by relevant groups in the area.

11. In situations where the leadership group member must be absent from a scheduled meeting provide a means for alternate representation.

12. Provide for more participation of leadership group members within the leadership group, i.e., data collection, program implementation,
program planning, policy suggestions, and project development.

13. Provide situations for more systemic linkage between the members of the leadership group and the members of relevant groups, i.e., joint projects of representatives of the area group and other interested groups.

14. Increase the Extension Area Development research staff at the state level.

15. The administration of an initial benchmark survey to newly formed area development leadership group members for subsequent research in area development.

Recommendations for further study

1. While the methods and procedures followed in the formation and orientation of the Area Development Leadership Group were effective means for establishing interest in and acceptance of the area development concept in the Midcrest area, this high degree of interest and acceptance appeared to drop materially after the initial formation stage. Additional research is recommended on the factors affecting this apparent decline of interest and activity. Some decrease in interest may be expected after the initial stage, but if the decline is allowed to continue too far, the maintenance of the group will be difficult.

2. A part of the study was devoted to the personal and social characteristics of the members of the Area Development Leadership Group. A similar study of the personal and social characteristics of the staff members working on the project may be a worthy contribution for a better understanding of the relationships which contribute to a successful area
project. It was the observation of some of the respondents that the success or failure of an area activity such as area development is highly dependent on the attitude, initiative, training, and capabilities of the state staff, especially the area leader.

3. Because of the high influence rating given to the political members of the leadership group and the apparent desire on the part of the respondents for more action-oriented area activities, there would appear to be an opportunity for an exploratory study of possible structural forms of cooperating agencies and institutions which might give a more authoritative composure to area development than the present educational program. The focal point for such a structure might well be local government figures. The respondents quite generally felt that state representatives and senators were in a good position to legitimate the desires and needs of the area.

4. Due to the apparent low systemic linkage of the members of the Area Development Leadership Group with other individuals and groups on matters pertaining to area development, additional study of the factors contributing to this condition would appear to have high priority.
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The author wishes to express his appreciation to the Iowa Cooperative Extension Service for providing the facilities for the study and to the 48 members of the Area Development Leadership Group of the Mid-crest area who so willingly gave of their time during the interview.
Turn to Card 4. A number of activities may be performed by individuals as members of the Area Development Leadership Group. These individual roles may materially affect the outcome of the Midcrest development effort. On Card 4 is a list of activities which might be performed by individuals as members of the Area Development Leadership Group. Please rate the importance of each of the activities as a factor affecting the overall program. I will read the statement to you. Rate each item on the basis of (1) Very Important, (2) Important, (3) Not Very Important, (4) Unimportant.

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<tr>
<td>28 20 0 0</td>
<td>a. Attending general and special meetings of the Area Development Leadership Group.</td>
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<td>9 36 3 0</td>
<td>b. Serving as officers and on committees of the Area Development Leadership Group.</td>
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<td>16 28 4 0</td>
<td>c. Voting on issues which the Area Development Leadership Group considers.</td>
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<td>9 35 4 0</td>
<td>d. Giving talks to organizations in the local county about the work of Midcrest.</td>
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<td>2 23 18 5</td>
<td>e. Giving talks outside the county concerning the work of Midcrest.</td>
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<td>16 19 10 3</td>
<td>f. Writing news articles about the work of Midcrest.</td>
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<td>6 26 11 5</td>
<td>g. Appearing on radio and T.V. in behalf of the interests of Midcrest.</td>
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<tr>
<td>12 32 3 1</td>
<td>h. Serving on committees to conduct research concerning the problems of Midcrest.</td>
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<td>2 31 13 2</td>
<td>i. Arranging displays and publicity about the work of Midcrest.</td>
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<td>17 27 4 0</td>
<td>j. Talking to neighbors and friends about the work of Midcrest.</td>
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<td>25 23 0 0</td>
<td>k. Forming or working with action groups in developing programs to further the interests of Midcrest.</td>
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<tr>
<td>23 25 0 0</td>
<td>l. Reading and studying information relating to the problems of Midcrest.</td>
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Chart 1. Member roles
m. Assisting Extension personnel in delineating area problems.
n. Discussing the social and economic problems of Midcrest with local organization members.
o. Forming a local community leadership group to discuss the local approach to Midcrest developments.
p. Arranging community meetings to discuss the information given to the Area Development Leadership Group.
q. Providing Midcrest research data to local schools.
r. Initiating adult evening classes to study the social and economic problems of the area.
Turn to Card 13. People join and take part in organizations for a number of reasons. The following statements cover some of the reasons members serve on committees such as the Area Development Leadership Group. I will read the statement to you. Rank each statement on the basis of its importance to you as a reason for serving as a member of the Area Development Leadership Group. The statements will be ranked according to: (1) Very Important, (2) Important, (3) Unimportant, (4) Very Unimportant.

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<th>Rank</th>
<th>Preceding Statement</th>
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<tr>
<td>5</td>
<td>a. This group gives me experiences that are different than my normal activity.</td>
<td>24</td>
<td>18 1</td>
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<tr>
<td>5</td>
<td>b. I like participating in a group such as this because it gives me contacts I wouldn't have otherwise.</td>
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<td>14 1</td>
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<td>2</td>
<td>c. I get more personal satisfaction interacting with people in a regional group such as this than I do in a local community group.</td>
<td>21</td>
<td>23 2</td>
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<tr>
<td>11</td>
<td>d. By assisting in a group such as the Area Development Leadership Group, our community institutions will become more effective.</td>
<td>32</td>
<td>5 0</td>
</tr>
<tr>
<td>16</td>
<td>e. Participation in an organization such as the Area Development Leadership Group is a good way to better prepare for other decision making activities in the community.</td>
<td>28</td>
<td>4 0</td>
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<td>6</td>
<td>f. The more people you interact with, the greater your opportunity to influence others.</td>
<td>29</td>
<td>13 0</td>
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<td>16</td>
<td>g. Our form of government cannot be maintained at a high degree of proficiency unless people take part in organizations like the Area Development Leadership Group.</td>
<td>24</td>
<td>7 1</td>
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<td>0</td>
<td>h. A regional organization is more important than a local community organization.</td>
<td>18</td>
<td>25 5</td>
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<tr>
<td>2</td>
<td>i. I was asked to serve by the Extension Staff.</td>
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<td>22 0</td>
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Chart 2. Reasons for joining
Our family has always taken part in community organizations so when I was asked to serve on this group I felt I should.

I like to be associated with an organization that has the potential to do important things.

This is the way things get done in a community.

Being asked to serve on a special group is an indication of what others think of you. You can't very well disregard their faith in you by not serving.

There is a certain amount of prestige connected with membership in this group.

Contacts made as a member of this group could be helpful for business and social reasons.
Turn to Card 5. The beliefs a member holds about an organization may affect the member's participation in the group and may eventually affect the success or failure of the organization. We are interested in your perception of the effect the Area Development Leadership Group may or may not have on the Midcrest development. Card 5 contains a list of possible beliefs members may have about the effect of the Area Development Leadership Group on the Midcrest development. I will read the statement to you. Indicate the degree to which you agree the statement is consistent with your expectations of the Area Development Leadership Group. The ratings are: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

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a. Action taken by the Area Development Leadership Group will not have much effect on the social and economic problems of the area.

b. Collective effort as represented by the Area Development Leadership Group eventually will stifle individual initiative in the Midcrest area.

c. The Area Development Leadership Group will be a source of creativity for the Midcrest area.

d. An educational group such as the Area Development Leadership Group can help area and local community institutions become more efficient and effective units of operation.

e. The benefits derived from the efforts of the Area Development Leadership Group for area development will be less than the costs involved.

f. In the future the Area Development Leadership Group will be the primary action group to improve the social and economic conditions in the area.

g. The idea of an Area Development Leadership Group is good in theory, but in practice it will be just another organization to serve the interests of a few.

h. The Area Development Leadership Group will be more effective in social and economic development for the Midcrest area than would be the independent action of local community groups for social and economic development in the area.

Chart 3. Beliefs about the group
The activities of the Area Development Leadership Group will improve local government in the Midcrest area.

The Area Development Leadership Group will have an effect on the development of educational systems in the area.

There are better ways of solving the social and economic problems of the area than through the efforts of the Area Development Leadership Group in the Extension education program.

The efforts of the Area Development Leadership Group for social and economic development would be more effective in an area half the size of Midcrest.

Research information used by the Area Development Leadership Group would improve the programs of voluntary organizations in the Midcrest area.

The efforts of the Area Development Leadership Group will help develop the church programs in the Midcrest area.

Chart 3. (Continued)
Turn to Card 6. The list on Card 6 includes a range of statements about possible changes in Midcrest institutions such as families, schools, churches, local government, industry, agriculture, and community structure. I will read each statement. Indicate your beliefs about possible changes in Midcrest institutions by selecting one of the following ratings for each statement: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

SA  A  D  SD  

8 28 12 0  a. The consolidation of county governments would be a way to achieve social and economic development in Midcrest.

6 39 3 0  b. Church consolidation would be an effective means of achieving better church programs in the area.

8 35 5 0  c. The high school enrollment in most of the school districts in Midcrest is too low.

14 34 0 0  d. The eight counties working together have a better chance of securing industry than if each community worked independently.

5 36 7 0  e. Most of the school districts in Midcrest could have better schools by merging with other school districts.

6 40 2 0  f. The major decisions for action in the Midcrest area will be made by the influentials of the area.

10 38 0 0  g. Change that will maximize the social and economic resources of Midcrest needs to be based on an understanding of the structural and human imbalances of the area.

13 35 0 0  h. A major factor to consider when making decisions about future Midcrest institutions is the changing population prospect.

3 24 18 3  i. In the future an area the size of Midcrest may be a single secondary school district.

6 40 2 0  j. The county governments in Midcrest should consider alternate means of combining facilities for improving local government.

Chart 4. Institutional change
Chart 4. (Continued)

k. The small community will continue to fulfill a need in the Midcrest area.
l. Centralization of governmental functions is a means of improving the social and economic conditions of Midcrest.
m. The integration of welfare programs in the Midcrest area could accomplish more than the present structure of special welfare programs.

n. Health facilities on a scale larger than the county would be more satisfactory than county units.
o. Farm size and the average income per farm unit will continue to increase in the Midcrest area.
p. The average size of the Midcrest family will continue to decrease.

q. The dependency ratio (those under 18 years plus those over 65 years vs. those 18 years to 64 years) of the Midcrest area will continue to be high.
r. Greater utilization of "federally-matched" funds would improve Midcrest institutions.
s. Efficiency and effectiveness are the major criteria to use in making decisions about the social and economic institutions of Midcrest.
t. Federally sponsored farm programs such as the present voluntary farm program are no longer needed for Midcrest farmers.
u. If the federal farm programs were stopped, agricultural production would increase in Midcrest.
v. The Midcrest farmer would have a higher level of living without a federal farm program.
w. An increase in farm production would lower the price of farm products for Midcrest farmers.
Farm organizations such as the Farm Bureau, Farmers Union, Grange, and National Farmers Organization are primarily responsible for the improved condition of agriculture in Midcrest.

Chart 4. (Continued)
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Chart 5. Intercorrelation of the variables related to the personal and social characteristics and social interaction factors

(N = 48)
My name is ____________. I represent the Iowa State Extension Service at Ames. The purpose of the study is to find out the member's knowledge, beliefs, and opinions about the Midcrest Area Development. All information you give will be strictly confidential.

Throughout the questionnaire reference is made to the Area Development Leadership Group and to the Midcrest Area Development. What does the Area Development Leadership Group stand for and what does the Midcrest Area Development stand for?

What is the origin of the name "Midcrest"?
Turn to Card 1. The list on Card 1 contains a number of possible goals and objectives for area development committees such as the Area Development Leadership Group. During the orientation meetings some of these specific goals and objectives might have been presented to this group. I will read the statements to you. If in your opinion the goal as indicated in the statement was presented during the orientation meetings as a goal for the Area Development Leadership Group indicate this by saying "Yes". If in your opinion the goal as indicated in the statement was not presented during the orientation meetings as a goal for the Area Development Leadership Group indicate this by saying "No".

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td>a. To provide assistance to Extension personnel in delineating area problems.</td>
</tr>
<tr>
<td></td>
<td>b. To receive research and study results and assist Extension personnel in determining the relevant interest and response groups in the area, i.e., firms, local government units, non-profit organizations or institutions.</td>
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<td></td>
<td>c. To recommend goals and objectives for the Extension educational program of the county staff.</td>
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<td></td>
<td>d. To sponsor needed business enterprises in local communities.</td>
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<td></td>
<td>e. To stimulate the relevant response groups to participate in educational programs which will provide an improved decision making base for their future actions.</td>
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<td>f. To provide support for the Area Development education program through continuing study and discussions of area problems and educational programs designed to attack these problems.</td>
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<td>g. To supervise the activity of the Area Development agent.</td>
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<td>h. To act as a pressure group for the interests of Midcrest.</td>
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<td>i. To have all relevant public agencies of the area represented on the ADLG.</td>
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<td>j. To promote more federal and state aid for social and economic development in the Midcrest area.</td>
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<td>k. To select the research projects to be studied by the State Extension Staff.</td>
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<td>l. To develop a social structure for the purpose of directing the social and economic activities of the Midcrest area.</td>
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ITEM 2
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Turn to Card 2. On Card 2 is a list of goals and objectives which have been used for area development in other parts of the country. During the orientation meetings some of these specific goals and objectives for the Midcrest area (i.e., all the people in these eight counties) might have been presented to the Area Development Leadership Group. I will read each statement to you. If in your opinion the goal as indicated by the statement was presented during the orientation meetings as a goal for the social and economic development of Midcrest indicate this by saying "Yes". If in your opinion the goal as indicated by the statement was not presented during the orientation meetings as a goal for the social and economic development of Midcrest indicate this by saying "No".

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<thead>
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<th>No.</th>
<th>Statement</th>
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<tr>
<td>1</td>
<td>a. To improve the understanding of the economic base and structure of the Midcrest area.</td>
</tr>
<tr>
<td>2</td>
<td>b. To promote the development of business enterprises in local communities.</td>
</tr>
<tr>
<td>3</td>
<td>c. To provide educational information and experience which will assist people in developing the human and economic resources of the area so as to maximize human satisfactions.</td>
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<td>d. To establish recreational facilities in needed areas.</td>
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<td>e. To improve the understanding of the interaction and inter-dependency of the people and institutions in the area.</td>
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<td>6</td>
<td>f. To improve the understanding of the implications of structural imbalance upon the people and institutions in the area.</td>
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<td>7</td>
<td>g. To promote the organization of larger institutional units in the area.</td>
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<td>8</td>
<td>h. To establish an Area Development Leadership Group.</td>
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<td>9</td>
<td>i. To identify area problems, educational programs which can be applied to these problems, and alternative area action programs which may alleviate the problems.</td>
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<td>10</td>
<td>j. To provide new leadership for Midcrest.</td>
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<td>k. To assist sub-areas, counties or towns in identifying problems suitable for sub-area education and action.</td>
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<td>l. To promote the reorganization of school districts into larger school units.</td>
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<td>m. To establish a bureaucracy for the direction and control of area growth and development.</td>
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<td>n. To inform organizations and institutions in the area of opportunities for education and action and stimulating such organizations in their response.</td>
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<td>o. To provide a vehicle for political action in Midcrest.</td>
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Turn to Card 3. On Card 3 is a list of items which may or may not have been included as a part of the information package about the social and economic conditions of the Midcrest area as presented during orientation meetings, seminar six meetings, and in Midcrest publications. I will read each statement to you. If in your opinion the statement was a part of this information package indicate this by saying "Yes". If in your opinion the statement was not a part of the information package indicate this by saying "No".

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<td>a. Low farm income in Midcrest is due to excess production and underemployment on farms.</td>
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<td>b. At the present time there are not enough nonfarm jobs in Midcrest to offset the decline in farming opportunities.</td>
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<td>c. The per person costs of institutional services are increasing in communities with a declining population.</td>
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<td>d. The business volume will tend to decrease in Midcrest businesses selling agricultural production inputs such as feed, seed, and fertilizer.</td>
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<td>e. Information programs are needed which will develop an awareness and understanding of the social and economic conditions leading to the solution of problems in Midcrest.</td>
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<td>f. New training and retraining opportunities are needed to equip persons with skills and abilities which are in demand.</td>
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<td>g. Most of the jobs in the Midcrest area are related to agriculture, therefore one of the major social and economic problems deals with the necessary adjustments in this vocation.</td>
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<td>h. New basic jobs in industry and/or recreation are needed to offset the declining base employment in agriculture.</td>
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<td>i. Pressure will increase for the reduction in farm size as farm operators attempt to maximize returns to labor and capital.</td>
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<td>j. The economic base data indicate that schools and churches, especially in rural areas, could lose students and members if the decrease in farm jobs and increasing age of farm operators continues.</td>
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<td>k. In the future the small town will have little or no function to perform.</td>
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<td>l. While the total population has decreased in the past decade in Midcrest, export jobs and per capita income have increased during the same period.</td>
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<td>m. Farm consolidation has about leveled off in the Midcrest area.</td>
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<td>n. The out-migrants (i.e., people moving out of the area) are usually distributed equally over all age groups in the Midcrest area.</td>
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<td>o. The economic base study of the Midcrest area showed that two-thirds of the area farms had less than $3,000 net income.</td>
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<td>p. The out-migration in the Midcrest area is less than the out-migration in other development areas in the state.</td>
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<td>q. It is not possible for Midcrest to secure enough industry to maintain the present population numbers.</td>
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<td>r. The function of the small town in Midcrest is changing from drug, hardware, and clothing services to suppliers of agricultural inputs.</td>
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<td>s. Generally the larger schools have higher per pupil costs but offer a greater variety of subjects.</td>
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<td>t. The students of larger schools generally score lower on performance tests because they get less personal attention.</td>
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<td>u. When the population of an area is declining, county government costs can increase on a per capita basis even though the services offered remain the same.</td>
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<td>v. There is a substantial amount of underemployment on southern Iowa farms.</td>
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ITEM 4

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Turn to Card 4. A number of activities may be performed by individuals as members of the Area Development Leadership Group. These individual roles may materially affect the outcome of the Midcrest development effort. On Card 4 is a list of activities which might be performed by individuals as members of the Area Development Leadership Group. Please rate the importance of each of the activities as a factor affecting the overall program. I will read the statement to you. Rate each item on the basis of (1) Very Important, (2) Important, (3) Not Very Important, (4) Unimportant.

VI I N VI UN

a. Attending general and special meetings of the Area Development Leadership Group.

b. Serving as officers and on committees of the Area Development Leadership Group.

c. Voting on issues which the Area Development Leadership Group considers.

d. Giving talks to organizations in the local county about the work of Midcrest.

e. Giving talks outside the county concerning the work of Midcrest.

f. Writing news articles about the work of Midcrest.

g. Appearing on radio and T.V. in behalf of the interests of Midcrest.

h. Serving on committees to conduct research concerning the problems of Midcrest.

i. Arranging displays and publicity about the work of Midcrest.

j. Talking to neighbors and friends about the work of Midcrest.

k. Forming or working with action groups in developing programs to further the interests of Midcrest.

l. Reading and studying information relating to the problems of Midcrest.

m. Assisting Extension personnel in delineating area problems.

n. Discussing the social and economic problems of Midcrest with local organization members.

o. Forming a local community leadership group to discuss the local approach to Midcrest developments.
p. Arranging community meetings to discuss the information given to the Area Development Leadership Group.

q. Providing Midcrest research data to local schools.

r. Initiating adult evening classes to study the social and economic problems of the area.

_s._ Are there any of the above that should not be a role of the members of the Area Development Leadership Group?

_t._ If yes which ones?
ITEM 5

Turn to Card 5. The beliefs a member holds about an organization may affect the member's participation in the group and may eventually affect the success or failure of the organization. We are interested in your perception of the effect the Area Development Leadership Group may or may not have on the Midcrest development. Card 5 contains a list of possible beliefs members may have about the effect of the Area Development Leadership Group on the Midcrest development. I will read the statement to you. Indicate the degree to which you agree the statement is consistent with your expectations of the Area Development Leadership Group. The ratings are: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

SA A D SD

a. Action taken by the Area Development Leadership Group will not have much effect on the social and economic problems of the area.

b. Collective effort as represented by the Area Development Leadership Group eventually will stifle individual initiative in the Midcrest area.

c. The Area Development Leadership Group will be a source of creativity for the Midcrest area.

d. An educational group such as the Area Development Leadership Group can help area and local community institutions become more efficient and effective units of operation.

e. The benefits derived from the efforts of the Area Development Leadership Group for area development will be less than the costs involved.

f. In the future the Area Development Leadership Group will be the primary action group to improve the social and economic conditions in the area.

g. The idea of an Area Development Leadership Group is good in theory, but in practice it will be just another organization to serve the interests of a few.

h. The Area Development Leadership Group will be more effective in social and economic development for the Midcrest area than would be the independent action of local community groups for social and economic development in the area.

i. The activities of the Area Development Leadership Group will improve local government in the Midcrest area.

j. The Area Development Leadership Group will have an effect on the development of educational systems in the area.
k. There are better ways of solving the social and economic problems of the area than through the efforts of the Area Development Leadership Group in the Extension education program.

l. The efforts of the Area Development Leadership Group for social and economic development would be more effective in an area half the size of Midcrest.

m. Research information used by the Area Development Leadership Group would improve the programs of voluntary organizations in the Midcrest area.

n. The efforts of the Area Development Leadership Group will help develop the church programs in the Midcrest area.
ITEM 6

Turn to Card 6. The list on Card 6 includes a range of statements about possible changes in Midcrest institutions such as families, schools, churches, local government, industry, agriculture, and community structure. I will read each statement. Indicate your beliefs about possible changes in Midcrest institutions by selecting one of the following ratings for each statement. (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

SA A D SD

a. The consolidation of county governments would be a way to achieve social and economic development in Midcrest.

b. Church consolidation would be an effective means of achieving better church programs in the area.

c. The high school enrollment in most of the school districts in Midcrest is too low.

d. The eight counties working together have a better chance of securing industry than if each community worked independently.

e. Most of the school districts in Midcrest could have better schools by merging with other school districts.

f. The major decisions for action in the Midcrest area will be made by the influentials of the area.

g. Change that will maximize the social and economic resources of Midcrest needs to be based on an understanding of the structural and human imbalances of the area.

h. A major factor to consider when making decisions about future Midcrest institutions is the changing population prospect.

i. In the future an area the size of Midcrest may be a single secondary school district.

j. The county governments in Midcrest should consider alternate means of combining facilities for improving local government.

k. The small community will continue to fulfill a need in the Midcrest area.
Centralization of governmental functions is a means of improving the social and economic conditions of Midcrest.

The integration of welfare programs in the Midcrest area could accomplish more than the present structure of special welfare programs.

Health facilities on a scale larger than the county would be more satisfactory than county units.

Farm size and the average income per farm unit will continue to increase in the Midcrest area.

The average size of the Midcrest family will continue to decrease.

The dependency ratio (those under 18 years plus those over 65 years vs. those 18 years to 64 years) of the Midcrest area will continue to be high.

Greater utilization of "federally-matched" funds would improve Midcrest institutions.

Efficiency and effectiveness are the major criteria to use in making decisions about the social and-economic institutions of Midcrest.

Federally sponsored farm programs such as the present voluntary farm program are no longer needed for Midcrest farmers.

If the federal farm programs were stopped, agricultural production would increase in Midcrest.

The Midcrest farmer would have a higher level of living without a federal farm program.

An increase in farm production would lower the price of farm products for Midcrest farmers.

Farm organizations such as the Farm Bureau, Farmers Union, Grange, and National Farmers Organization are primarily responsible for the improved condition of agriculture in Midcrest.
ITEM 7

144

Turn to Card 7. During the Midcrest development, information has been presented about social and economic conditions in the area and different activities have been performed to accomplish the goals set up for Midcrest. We are concerned with your evaluation of the information and functions as factors toward goal attainment. I will name the items. Please indicate your satisfaction with each item by using the following ratings: (1) Very Satisfactory, (2) Satisfactory, (3) Not Very Satisfactory, (4) Unsatisfactory, (5) Don't Know.

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a. The Population Study.
b. The Economic Base Book.
c. The area publications put out by the area leader (i.e., Ron Faas).
d. The general meetings of the Area Development Leadership Group.
e. The sub-area meetings of the Area Development Leadership Group.
f. The seminar six meetings.
g. The functioning of the Area Development Leadership Group.
h. The presentations by the State Extension Staff, (i.e., Ron Powers, Eber Eldridge, Lee Kolmet, etc.).
i. The procedures followed in the development of the Area Development Leadership Group.
j. The progress of the development project.
ITEM 8

Turn to Card 8. On Card 8 you will find the names of organizations often found in communities. Using this list as a reference give me the names of the organizations to which you belong. Also include organizations to which you belong but are not included on this list. After you have given me the names of the organizations to which you belong I will ask specific questions about each organization.

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<th>No. of Meetings Per Month</th>
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**CODE:**
2 - Very Productive
1 - Somewhat Productive
0 - Not Productive

**Note the organizations having one or more meetings on area development.**
In a community or area there are many types of relationships which affect the success of community programs such as area development. We are interested in the number and types of contacts of Area Development Leadership Group members as a relationship pattern. To get an estimate of your interaction pattern with others let us consider the following items. First, the number of contacts.

a. _______ Total Contacts.
   _______ % Business
   _______ % Social

On the average how many different people do you estimate you interact with each day?

b. _______ Under 25 miles
d. _______ 50 to 75 miles
   _______ % Business
   _______ % Business
   _______ % Social
   _______ % Social

c. _______ 25 to 50 miles
e. _______ Over 75 miles
   _______ % Business
   _______ % Business
   _______ % Social
   _______ % Social

f. _______ Yes _______ No

Sometimes people get together informally in small groups. These may be coffee groups, social groups, etc. Do you take part in such groups? Answer Yes or No.

g. ___________ Purpose of groups

___________
ITEM 10

Second, type of contacts.

Who are the five people in the area with whom you interact most frequently?

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<th>Name</th>
<th>Occupation</th>
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ITEM 11 a

_____ Yes _____ No
Do you think there are any nationality groups in this county?

ITEM 11 b

_____ Yes _____ No
Do you consider yourself a member of any particular nationality group?

ITEM 11 c

If yes, which group or groups?

ITEM 12

Times Voting

12 a _____ National Elections
12 b _____ State Elections
12 c _____ County Elections
12 d _____ School Elections
12 e _____ Other, Special Issues

In the past five years how many times have you voted in each of the elections listed?
ITEM 13

In what town do you generally purchase the following items?

13 a ________________________ Groceries
13 b ________________________ Men's Wearing Apparel
13 c ________________________ Women's Wearing Apparel
13 d ________________________ Children's Wearing Apparel
13 e ________________________ Furniture and Household Equipment
13 f ________________________ Business Supplies (Note if Farmer)
13 g ________________________ Automotive
13 h ________________________ Lumber and Building
13 i ________________________ Drugs
13 j ________________________ Gasoline Service
ITEM 14

In which town do you and your family obtain the following services?

a. Legal
b. Medical
c. Dental
d. Religious
e. Education (Elementary and High School)

ITEM 15

Turn to Card 9. On Card 9 you will find a list of contacts relating to Midcrest development information. For each of the items listed indicate the number of contacts you have made with each during the past year giving information about the Midcrest development. I will read the item. You will indicate the number of contacts for each item.

a. Individuals
b. Service organizations
c. School groups
d. Church groups
e. Farm organizations
f. Other groups

ITEM 16

Turn to Card 10. Card 10 contains a list of activities sponsored during the Midcrest development. I will read the item. Indicate the extent of your participation in each activity as listed.

a. The number of orientation meetings attended in the county.
b. The number of seminar-six meetings attended.
c. The number of regular Area Development Leadership Group meetings attended.
d. The number of "sub-area" meetings attended.
e. The number of Iowa State University Midcrest publications read.
ITEM 17

In your opinion who are the five most influential people in your county? These people may or may not be in the Area Development Leadership Group at the present time.

Names: ____________________________ Do you consider yourself as one of the five?

______________________________

______________________________

______________________________

______________________________

Yes No

ITEM 18a

Some of the members of the Area Development Leadership Group you no doubt knew before the formation of the group and some you did not know. Using this deck of names of the members of the Area Development Leadership Group, separate the names according to how well you knew each individual before the formation of the Area Development Leadership Group. Separate them into the following categories: (1) Knew Well, (2) Knew Slightly, (3) Did Not Know, (4) Relative.

ITEM 18b

What changes of names between categories would you now make as a result of your interaction with these people as a member of the Area Development Leadership Group? Separate the names into the proper categories.

ITEM 19

An expression of the influence of an Area Development Leadership Group member is the member's influence in the group. Here is another deck of names of the members of the Area Development Leadership Group. Sort the names according to your perception of the individual's degree of influence as a member of the Area Development Leadership Group. The categories are: (1) Very Influential, (2) Medium Influence, (3) Low Influence, (4) Don't Know.

ITEM 20

From the group indicated as very influential, place the individuals in rank order of importance.

a. ____________________________

b. ____________________________

c. ____________________________

d. ____________________________

e. ____________________________
Record Sheet for Influence Items

ITEM 18a
Knew Before ADLG

Knew Well | Knew Slightly | Did Not Know | Relative
---|---|---|---

ITEM 18b
Know After ADLG

Know Well | Know Slightly | Do Not Know | Relative
---|---|---|---

ITEM 19
Influence in ADLG

Very Influential | Medium Influence | Low Influence | Don't Know
---|---|---|---

ITEM 20
Rank Order of Influentials

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____ 10. _____

ITEM 21
Influence in Local Area

Very Influential | Medium Influence | Low Influence | Don't Know
---|---|---|---
ITEM 21

Using this deck of names, sort the cards according to categories of influence based on your perception of the member's influence in his or her local area. The categories are: (1) Very Influential, (2) Medium Influence, (3) Low Influence, (4) Don't Know.

ITEM 22

If you were asked to develop a general project as a part of the area development program using a committee of eight members of the Area Development Leadership Group, which eight of the forty-eight members would you select?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
ITEM 23

Turn to Card 11. On Card 11 is a list of statements one of which may best describe your feelings regarding your influence in the Area Development Leadership Group. I will read the statement. Indicate the statement that best describes your influence as a member of the group.

_______ a. I think I have more influence than the average person on decisions made in the area.

_______ b. I think I have just as much influence as anyone else in this area.

_______ c. I have a vote just like everyone else, but I have little influence beyond my vote.

ITEM 24

Turn to Card 12. On Card 12 is a list of statements one of which may best describe your feelings regarding your influence in your local community. I will read the statement. Indicate the statement that best describes your local influence.

_______ a. I think I have more influence than the average person on decisions made in the group.

_______ b. I think I have just as much influence as anyone else in this group.

_______ c. I have a vote just like everyone else, but I have little influence beyond my vote.
ITEM 25

Assume you are on a committee in the Area Development Leadership Group. You have been asked to serve on a similar committee in your local community, but you cannot serve on both. Which committee would you choose?

______Local  ______Regional

Why?

ITEM 26

In your opinion is it more difficult to get leadership to work at the local community level or at the regional level such as Midcrest?

______Local  ______Regional

Why?
Turn to Card 13. People join and take part in organizations for a number of reasons. The following statements cover some of the reasons members serve on committees such as the Area Development Leadership Group. I will read the statement to you. Rank each statement on the basis of its importance to you as a reason for serving as a member of the Area Development Leadership Group. The statements will be ranked according to: (1) Very Important, (2) Important, (3) Unimportant, (4) Very Unimportant.

VI I UI VUI

_____ _____

a. This group gives me experiences that are different than my normal activity.

_____ _____

b. I like participating in a group such as this because it gives me contacts I wouldn't have otherwise.

_____ _____

c. I get more personal satisfaction interacting with people in a regional group such as this than I do in a local community group.

_____ _____

d. By assisting in a group such as the Area Development Leadership Group, our community institutions will become more effective.

_____ _____

e. Participation in an organization such as the Area Development Leadership Group is a good way to better prepare for other decision making activities in the community.

_____ _____

f. The more people you interact with, the greater your opportunity to influence others.

_____ _____

g. Our form of government cannot be maintained at a high degree of proficiency unless people take part in organizations like the Area Development Leadership Group.

_____ _____

h. A regional organization is more important than a local community organization.

_____ _____

i. I was asked to serve by the Extension Staff.

_____ _____

j. Our family has always taken part in community organizations so when I was asked to serve on this group I felt I should.

_____ _____

k. I like to be associated with an organization that has the potential to do important things.

_____ _____

l. This is the way things get done in a community.

_____ _____

m. Being asked to serve on a special group is an indication of what others think of you. You can't very well disregard their faith in you by not serving.
n. There is a certain amount of prestige connected with membership in this group.

o. Contacts made as a member of this group could be helpful for business and social reasons.
There are a number of factors that affect the progress of a group such as the Area Development Leadership Group. In your opinion what are some of the positive factors that may account for the progress of the Area Development Leadership Group? What negative factors may hinder the progress of the Area Development Leadership Group?

Plus Factors

Negative Factors
ITEM 29

Turn to Card 14. On Card 14 is a list of obstacles some of which have had a negative effect on the development of other area projects. In your opinion what is the importance of each of the items as an obstacle to the functioning of the Area Development Leadership Group? I will read the statement. Indicate your rating according to: (1) Very Important, (2) Important, (3) Not Very Important, (4) Unimportant.

VI I NVI UI

--- --- --- ---

a. The goals are not specified for the group.

--- --- --- ---

b. The goals are not important to the members.

--- --- --- ---

c. The values of the members are not in accord with the group goals.

--- --- --- ---

d. The needs of the organization are not met by the goals.

--- --- --- ---

e. The members lack an understanding of the needs to be met by the organization.

--- --- --- ---

f. The needs of the individual members are not met by the organization.

--- --- --- ---

g. Leadership is inadequate for the organization.

--- --- --- ---

h. The abilities of members are inadequate for the needs of the organizations.

--- --- --- ---

i. There is a lack of resources to meet organizational needs.

--- --- --- ---

j. There is a lack of knowledge by members of the procedures and skills needed by the organization.

--- --- --- ---

k. There is a lack of rewards for members in the organization.

--- --- --- ---

l. Conflicting interests in the group.

--- --- --- ---

m. Political affiliations.

--- --- --- ---

n. Religious intolerance.

--- --- --- ---

o. Traditional attitudes of members.

--- --- --- ---

p. Failure of members to identify with the group.

--- --- --- ---

q. Failure of members to agree on the means to use to accomplish goals.
<table>
<thead>
<tr>
<th>VI</th>
<th>I</th>
<th>NVI</th>
<th>UI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r.</td>
<td>Competition for the members' time by other organizations or interests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s.</td>
<td>Members not socially adept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t.</td>
<td>Organization lacking in prestige.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u.</td>
<td>Too few meetings held by organization.</td>
<td></td>
<td></td>
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<tr>
<td>v.</td>
<td>Members not given responsibility and authority for action.</td>
<td></td>
<td></td>
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<tr>
<td>w.</td>
<td>Lack of communication within the group.</td>
<td></td>
<td></td>
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<tr>
<td>x.</td>
<td>Satisfactions derived by the members less than the costs involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y.</td>
<td>Coercion from outside interests.</td>
<td></td>
<td></td>
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<tr>
<td>z.</td>
<td>Failure of organization to pay the costs incurred by members attending meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ITEM 30**

Which five of the above items are the most important obstacles to the functioning of the Area Development Leadership Group.

1.
2.
3.
4.
5.
ITEM 31
161
Information Sources

List in order of importance the sources of information you use in forming opinions about the activities of Midcrest.

ITEM 32

Indicate the number of contacts you have had with the following individuals or groups since the formation of the Area Development Leadership Group in January 1966.

<table>
<thead>
<tr>
<th>For Information About Midcrest</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The District Extension Director (i.e., George Boehnke)</td>
<td>( )</td>
</tr>
<tr>
<td>b. The Area Extension Leader (i.e., Ron Faas)</td>
<td>( )</td>
</tr>
<tr>
<td>c. The County Extension Staff.</td>
<td>( )</td>
</tr>
<tr>
<td>d. The State Extension Staff (i.e., Eber Eldridge, Ron Powers, Lee Kolmer, etc.)</td>
<td>( )</td>
</tr>
<tr>
<td>e. Local Professional People</td>
<td>( )</td>
</tr>
<tr>
<td>f. Friends and Neighbors</td>
<td>( )</td>
</tr>
<tr>
<td>g. Authorities Outside of Midcrest</td>
<td>( )</td>
</tr>
<tr>
<td>h. Other ADLG Members</td>
<td>( )</td>
</tr>
<tr>
<td>i. Informal Coffee Groups</td>
<td>( )</td>
</tr>
</tbody>
</table>
ITEM 33

What procedure would you suggest as the best means for involving people in the area in activities which might bring about a better understanding of the social and economic problems of the area?

ITEM 34

Give a brief chronology of the events which describe your participation in the Area Development Leadership Group. Include contacts, relationships, and activities which have resulted from this action.

ITEM 35

What is your opinion of the Midcrest development?
ITEM 36

Sex: _____ Male _____ Female

ITEM 37

163 _____ Age

ITEM 38

Residence: _____ a. Open country, part of a farming operation
_____ b. Open country, not part of a farming operation
_____ c. Town

ITEM 39

_____ Number of children in household. _____ Age of children in household.

ITEM 40

ITEM 41

_____ Nationality

ITEM 42

_____ Church preference

ITEM 43

_____ Years education completed

ITEM 44

Special Training: _____ Yes _____ No

If yes, what?

ITEM 45

_____ Years resident in county

ITEM 46

_____ No. places lived in past five years

ITEM 47

Present Occupation

ITEM 48

Other occupational experience:

ITEM 49

Do you own or rent your home?

_____ Own _____ Rent

ITEM 50

If in business: _____ Owner

_____ Manager

_____ Gross Volume

ITEM 51

Military Service: _____ Yes _____ No

Branch

Rank

Years Service

ITEM 52

Which of the following categories best describes your political inclinations?

Liberal Republican

Conservative Republican

Independent

Conservative Democrat

Liberal Democrat
ITEM 53

$________ What is the average income of all your immediate family per year for the past year?

ITEM 54

If farmer: __________ Own (acres) __________ Rent (acres)

__________ Present capitalization __________ Head of Livestock

ITEM 55

Describe what you think the institutional structures will be like in this area in the year 2000. Cover such items as the school, church, family, agriculture, industry and government.