August 1, 1942

To the Committee on Graduate Study:

I am submitting to you a thesis written by Lee Street Stith entitled "Rural Leadership in Roane County, Tennessee". I recommend that it be accepted for eighteen quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Economics.

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Major Professor

We have read this thesis
and recommend its acceptance:

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Accepted for the Committee

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RURAL LEADERSHIP IN ROANE COUNTY, TENNESSEE

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

---

by

Lee Street Stith

August 1942

186838

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CHAPTER I

INTRODUCTION

Need for Study

In the period from the first settlement in Tennessee until the present, professional leadership has stressed the co-ordination of activities for economic benefit. Considerable progress has been made toward the co-ordinated rural program suggested by professional leaders, as exemplified by activities in land use planning, program planning, church activities, and the programs of other rural organizations. The transition of organizational policies is probably due to the realization by rural people of a desire on the part of others to help them. As a result rural people have shown their willingness to cooperate in supplementing individual activities with those of group benefit.

Let us be more specific as to the need of understanding rural leadership, and the part of this study in the problem, the programs for rural people (both educational and for financial remuneration) by citing the work of the Agricultural Extension Service, the Agricultural Adjustment Administration, the Farm Security Administration, and local organizations. These afford excellent examples of the need for voluntary

leadership among rural people to supplement the work of professional leaders. For example, consider the position of a county agent in promoting one of the many new agricultural programs constantly developing in the counties today. Time will not allow the agent to make a timely personal appearance before each neighborhood, but with a well developed system of voluntary rural leadership, a single group meeting could start the movement of a county-wide program quickly, whereas that could only have been accomplished over a period of time under less effective leadership.

Another example that illustrates the need for voluntary rural leadership is the cooperative movements among people. The Farm Bureau members of Roane County cooperatively purchase some farm supplies such as spray material, feed, etc. The very existence of such a program among farmers depends primarily on voluntary leaders as there are no paid officers in the county organization.

Church work illustrates the need for voluntary leadership from two points of view. In neighborhoods where no full-time pastor is employed, local leaders often assume the responsibility of bringing a preacher to the neighborhood occasionally to stimulate church work. The other example of a need for voluntary church leaders is in the Sunday schools, and young peoples' work whether a pastor is present or not. Many times the pastor does not have sufficient time to devote to these activities, so local leaders are used; or in some neighbor-

hoods there is no preacher and all religious activities are carried on by local voluntary leaders. To be able to choose a good leader usually insures a successful start in a program.

Land use planning, and program planning, for the future welfare of rural people is becoming of increasing importance and the initiatory work has already indicated the need for complete county representation which is being accomplished by a voluntary neighborhood leadership program. The results of work already done on the problem of rural leadership shows that local leadership is needed in most rural activities, and that in many instances it is non-existent.

Purpose of Study

This study has for its central purpose the determination of existing conditions in regard to rural leadership in Roane County; characteristics or traits conducive to leadership; and finally an attempt to devise a constructive program for development of future rural leaders.

More specifically, this study attempts to answer such questions about leaders, and leadership among rural folk, as:

1. Reasons why the individual assumed the role of leader.

2. Factors that have proven most helpful to leaders in their roles as leaders.

3. Desirable traits or characteristics of leaders.

4. Difficulties encountered by leaders, and how they were met.

5. Extent to which present leaders feel that leadership can be developed.

6. Suggestions by leaders for improving the local leadership situation in the future.

It is hoped that the study may assist in the selection and developing of local leaders to facilitate the administration of programs of local interest and economic value. It is also hoped that the study will increase the small amount of available information about leadership problems in the State.

Scope of Study and Method Used

Data were obtained by a survey conducted in the rural areas of Roane County, Tennessee, covering leaders and social organizations found outside cities or towns.

Roane County was chosen as the sample county because it had been designated as the unified county in the land use planning program; or in other words, one that had taken definite steps in co-ordinating agricultural activities into a planned program of work.

Forty-six leaders[1] were interviewed personally with regard to their experiences in leadership roles, their reasons for becoming

---

(1) It is realized that 46 is a rather small number of leaders to interview, but it is thought that this number is representative enough to serve as a basis for the conclusions drawn. Complete enumeration of the leaders would have been desirable, but time did not permit this procedure. A random sample of the leaders was taken from 22 neighborhoods. For a copy of the schedule used see Appendix A.

leaders, their training, their opinion of the future leadership situation in the neighborhood and communities, the problems they have encountered, how solved, and other factors.

Also, to determine what relationship exists between neighborhood educational levels and leadership response, the public elementary school records were searched to determine the age-grade, age-progress of students, and proportion of students in the higher grades during the period of 1922-1926. It was assumed that this period provides a comparison of educational levels of the neighborhoods, inasmuch as at that time there were no consolidated schools. Since a large part of the present leaders and followers were in school about that time it should be an index of the comparative educational level of the present time for a given neighborhood.

Data have also been collected to study leadership distribution in the county as a whole.

Definitions

Leadership in itself is no new thing, even though little has been done in developing rural leadership.

Dating to antiquity, there has always been a champion of the people, or a leader for the cause, whatever it may have been; even a type of leadership exists among lower animals. True enough, in the past many of the so-called leaders were not leaders in the true sense,

but held a position of headship, or dominated by military powers.

Leadership may best be defined by first pointing out what others think a leader is, and when he exists. In the words of Kimball Young, "As soon as a certain number of living beings are gathered together, whether they be animal or men, they place themselves instinctively under the authority of a chief. In the case of human crowds the chief is nothing more than a ring leader, but as such, he plays a considerable part. His will is the nucleus around which the opinions of the crowd are grouped and attain to identify. A crowd is a servile flock that is incapable of ever doing without a master. The multitude is always ready to listen to a strong willed man, who knows how to impose himself upon it. Men gather in crowds, lose all force of will, and turn instinctively to the person who possesses the quality they lack;"(2) or in the words of another, "A leader is a person who exerts special influence over a number of people."(3)

Leadership then follows to be a culmination of personality(4)

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(2) Young, Kimball, Source Book for Social Psychology, New York, 1927, page 566.

(3) Bogardus, Emory S., Leaders and Leadership, New York, 1934, page 3.

(4) Pigors, Paul, Leadership or Domination, 1935, page 16.

or to further explain, it is a process of mutual stimulation which by successful interplay of revalent individual differences, controls human energy in the pursuit of a common cause. Leadership is a personality in action under group conditions and it includes dominant personality traits of one person and receptive personality traits of many persons. Every person not only has leadership traits, but also has what may be called followership traits.(5) Any leader must realize that both followership and leadership traits are present in an individual, and that each is of importance to a successful leader.

From Bogardus, a classification of various types of leadership is noted.(6)

1. Direct or indirect (method)
2. Partizan or scientific (purpose)
3. Social, executive, or mental (position)
4. Autocratic, paternalistic, or democratic (power)
5. Specialists (training)

To say that a leader is only one of the above-mentioned would be fallacious as an overlapping of types exists; however, there is a

---

(5) Leaders and Leadership, Department of Sociology, University of Omaha, 1939.

(6) Bogardus, op. cit., page 15. The comments following are also adapted from explanation of types of leadership.

predominating trait causing the classification. In this paper only the direct or indirect, and social leaders which hold positions in the local groups are to be considered intensively.

The direct and indirect type of leadership is based on: (1) energy or ability to begin and complete a task, (2) intelligence or observation coupled with vision and reasoning or reflection, (3) character, or that trait that comes from sincerity, dependability, sympathy, and other recognized standards, (4) inhibition, (5) tact and humor, and (6) system and organization.

Many more points considered as basic to leadership could be listed, but the purpose here is to associate the condition that is found to exist among rural folk and their leadership problems. However, it will probably be advantageous to point out a few major difficulties of leadership not properly handled.

Direct leadership with people may result in a superiority feeling which is dangerous to an extrovertive outlook, but the opposite may result if introversion exists; the leader drops out of the front and becomes the indirect leader that sets forces in motion if his position is strong enough, otherwise, he goes unnoticed.

In the past, leadership has been considered mainly from the point of view of general and professional leadership, and has failed to emphasize the all important phase of voluntary rural leadership.

Area Studied

Early Development and Location: Roane County, Tennessee, was organized in 1801,[7] being one of the earlier counties in the state to be settled. The first settlement was near the present site of Kingston in 1791.

The county is located on the western edge of the East Tennessee Valley, with a portion of the northwest part extending upon the Cumberland Plateau. The county is bounded on the north by Morgan and Cumberland counties, on the west by Rhea and Meigs, on the south by Loudon, and on the east by Anderson. Kingston, the county seat, is approximately 40 miles west of Knoxville (Figure 1).

Topography and Physiography

The natural topographic pattern of Roane County is a series of hills and valleys that traverse the county, for the most part in a northern southwesternly direction. Except for the area along the three main rivers, these valleys are rather narrow, making it necessary to farm much of the ridgeland. The high percentage of ridgeland in some areas may affect population density because of size of the farm unit, and not being desirable locations for people engaged in occupations other than agriculture.

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(7) Allred, C.E., Atkins, S. W., Hatfield, G. H., Tennessee, Economic and Social, Part II, The Counties, Division of University Extension, September 1929, page 5.

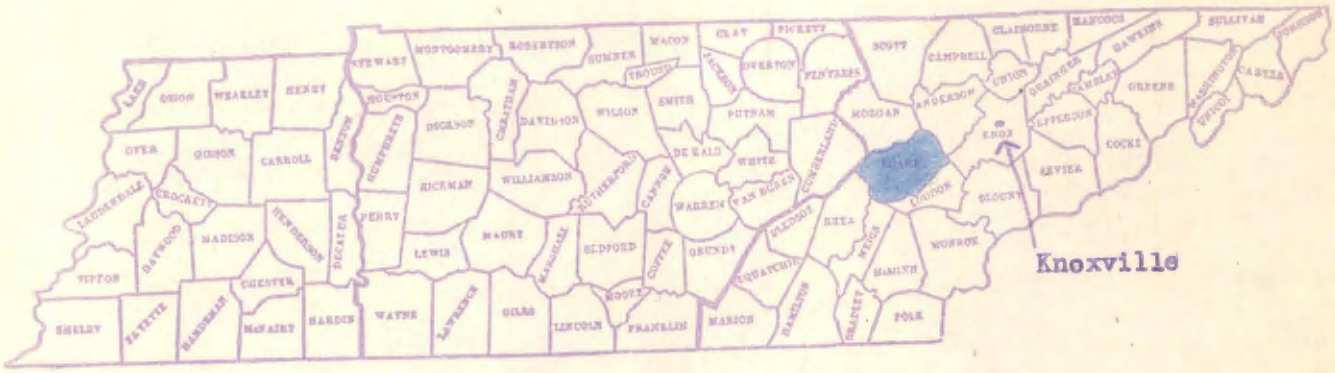


Figure 1. Location of Roane County In Tennessee, 1942

Three natural physiographic divisions are found in Roane County. These were formerly of more importance from an organizational standpoint than at present because of improved transportation and communication facilities.

The escarpment of the Cumberland Plateau, rising 800 to 1000 feet above the valley,(8) lies on the northwest side of the county, and embraces portions of two civil districts. Less than 10 percent of the county area lies on the Plateau. The soil type, vegetation, and climatic factors found at the higher elevation are different from those in the valley and ridgelands below. The Plateau land is sparsely settled, largely woodland, light sandy soil, and is characterized by the small farm units common to self sufficing or part-time agriculture. Communication between this area and the remainder of the county is difficult, as only one road crosses the escarpment in Roane County.

The other natural divisions are created by the rivers that traverse the county (Figure 2). These areas are rather densely populated, many good roads facilitate communications, and some areas are served by a telephone system, agriculture is depended upon by most of the rural families for their income. Farms range in size from the small self sufficing unit to the large livestock farms, a large portion of the land being very fertile, particularly along the river bottoms.

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(8) Allred, C. E., op. cit., page 14.



Figure 2. Natural Geographic Divisions, Roane County, Tennessee, 1942

Communication

Two main trunk railroads serve the county. Through state highways bisect the county east to west, and north to south, with a total mileage of seventy-nine miles of paved road.(9) Travel within the county is facilitated by an adequate system of county maintained roads in most areas. The roads in the rural areas are being constantly improved by the construction of new roads by the county, and the improvement, construction, or replacement of some old roads by the Tennessee Valley Authority.

The former handicap of county workers caused by a lack of good roads, and preponderance of toll ferries, is no longer of much importance in affecting administration of programs in the rural areas of the county.

Population

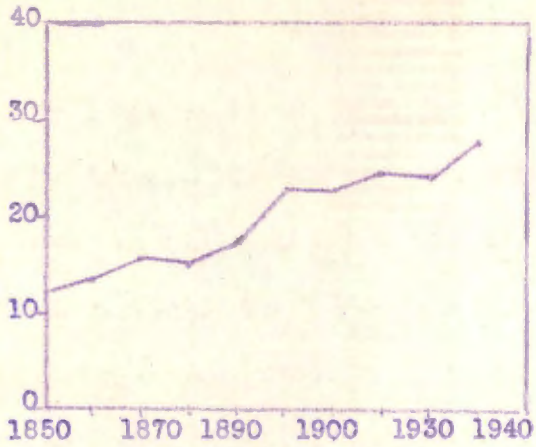
The population of Roane County has shown a steady increase since the organization of the county, except for the two decades 1870-1880, and 1920-1930. Its maximum of 27,795 people(10) was reached in 1940 (Figure 3). The population is 34.5% urban,(11) workers being mainly employed in the manufacturing plants at Harriman and Rockwood or by the railroads. The remaining 65.5% of the population, or 18,000 persons, live in the rural areas and are dependent on agriculture and part-time

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(9) Report of State Highway Commission of Tennessee, June 30, 1940, page 95.

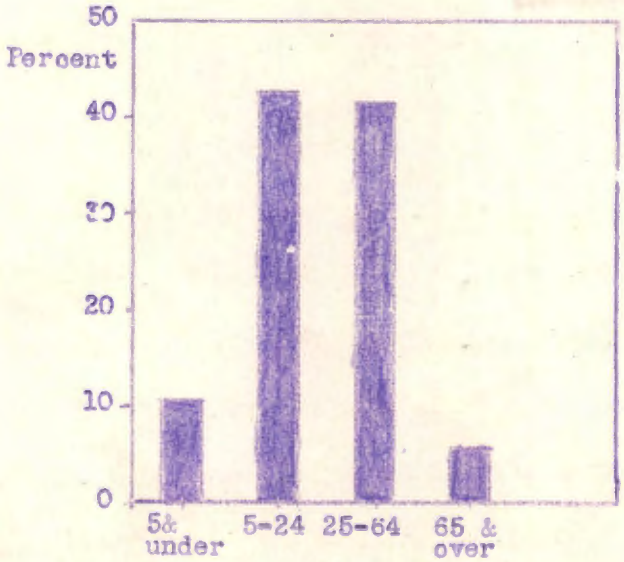
(10) U. S. Census of Population, 1940, page 9.

(11) U. S. Census, op. cit., page 9.



Source: U. S. Census

Figure 3. Population of Roane County, Tennessee, 1890 - 1940



Source: U. S. Census, 1940 preliminary report

Figure 4. Percentage Distribution of Population, Roane County, Tennessee, 1940

employment in the nearby urban centers for income, the former source predominating.

As would be expected of a growing population, the percentage of young people 5-24 years of age is large, comprising 42.4% of the total. The age distribution of the population is shown in Figure 4.

In total land area, Roane County ranks 60th in the state with 379 square miles, but ranks 14th in population. The density is 73.3 persons per square mile.(12)

Having varying topographic and soil conditions, it is to be expected that some areas will be heavily populated and others sparsely settled (Table I).

TABLE I

POPULATION DENSITY BY CIVIL DISTRICTS, ROANE COUNTY, TENNESSEE, 1940

Civil districts	Total population	Rural population	Square miles of area	Rural population density	Percent of population in rural
Total	27,795	18,194	379.0	48.0	65.5
1	10,349	4,729	58.9	80.3	45.7
2	3,571	3,571	67.2	53.1	100.0
3	3,635	3,635	75.6	48.1	100.0
4	3,084	3,084	103.9	29.7	100.0
5	7,156	3,175	73.7	43.1	44.4

Source: U. S. Census of Population.

(12) Ibid., page 9.

Civil Districts 2 and 3 show 100% rural population, even though there is a town in each. This classification is on the basis that 2500 persons are required for a city.

Significant facts brought out by Table I are that in 3 of the civil districts (2, 3, 4) there is a variation in rural population density, probably due to differences in soils, and that in districts 1 and 5 the rural population density is affected by the proximity of Harriman and Rockwood, making them above average.

Soils (13)

"Parent materials are principally derived from limestones, shales, and sandstones. The soils exhibit all shades of colors from nearly black, dark brown, red, yellow, to light gray.

"Approximately 54 percent of the county area is unfit for cultivation due to steep relief, excessive stoniness, or erosion. About 10.2 percent of the area is nearly level, 22.7 percent is smooth to gently rolling. About 9.1 percent of the county is too steep for profitable cultivation but of such character as to be suitable for pasture."

On the basis of the soil survey, less than one-third, 31.0 percent, of the land in Roane County is adapted to cultivation, 14.7 percent

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(13) Land Use Classification of Roane County, Tennessee, Program planning work with Bureau of Agriculture, March 1941, unpublished report. Soils report by Swan, M. E., Roberts, W., Hubbard, E. H., Porter, H. C., Soil Survey in Roane County, Tennessee, unpublished 1938.

to pasture land, and 54.1 percent forest land. Of the 31.0 percent adapted to cultivation, only 2.0 percent is classified as number 1 land, and nearly all of this first grade land will be flooded by the Watts Bar Reservoir.

Effect of Watts Bar Reservoir

In 1940, when the Tennessee Valley Authority began construction of the Watts Bar dam, Roane County was faced with the problem of readjustment, physically, economically, and socially.

With the rising of the water level in the reservoir, approximately 75% of the fertile river bottom land (17,750 acres[14]) will be flooded, forcing many of the people to move. Ridgeland farms in most instances will not constitute an economical unit. However, a significant finding of a relocation survey was that most of the people affected preferred to remain as near their former residence as possible. Of 560 families who were affected by the reservoir, either by part or all of the farm being purchased,[15] there were 175 families who moved directly from their homes to other communities. In civil

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(14) Allred, Bonser, Milk, and Rush, Possibilities of Relocating Farmers Near Watts Bar Reservoir, Monograph 131, Department of Agricultural Economics, Tennessee Experiment Station, 1941.

(15) Barnett, T. O., Readjustment in Roane County Under Watts Bar Reservoir, Tennessee Valley Authority, 1941, report unpublished.

district 4 alone, 155 families were living on tracts so affected, although only about one-third of the number moved entirely away from the neighborhood. Many of that number apparently moved to upland farms nearby, to other communities, or to other parts of the state. In another district practically every family in one neighborhood moved.

With mass emigration from neighborhoods along the river, organizations, churches, and agricultural activities tend to be disrupted and the rural leadership pattern destroyed; but in relocating the family an even greater need for rural leadership in the county was created.

However, this readjustment program does not influence this study, as the leaders interviewed were those that had not moved, except one individual who moved to another neighborhood and on the basis of his record in the former neighborhood was immediately accepted as a leader in his new home.

Education

In comparing the educational level of Roane County with that of the State, a close relationship appears to exist if school enrollment is a dependable index of educational attainment.

The net enrollment in Tennessee shows 22.2 percent of the students in county elementary schools to be in the first grade which

is slightly higher than that of Roane County with 20.2 percent.(16) The percentage of eighth grade students in the county elementary schools in the State and in Roane County are about equal. Percentage of students finishing elementary school, of those entering the first grade, in 1940 was 35.6% for the State and 38.9% for Roane County.(17) These facts indicate a slightly higher educational level in Roane County than other counties of the State as a whole.

The percentage distribution of students in the Roane County elementary schools by grades, as shown in Figure 5, agrees closely with the state elementary school distribution except in the first grade.

Percent of illiteracy in both county and state should present an indication of the educational level of Roane County compared with the State. Significant data for this study of rural leadership would be a comparison of illiteracy in the respective rural areas, but none is available. To make the available data as near comparable as possible, the percent of total illiteracy for the State was used with the four cities, Knoxville, Nashville, Memphis, and Chattanooga removed.

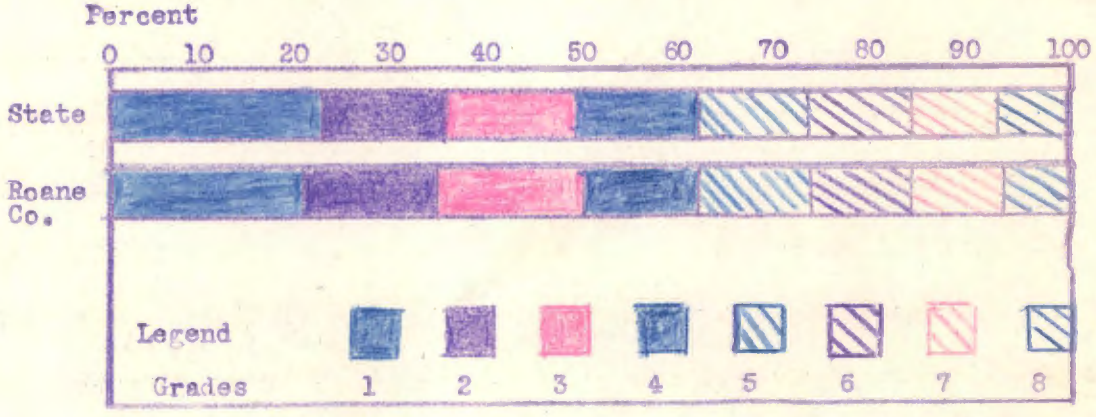
On this basis, the percent of illiteracy for the State was 8.3 percent in 1930 compared with 7.8 percent for Roane County.(18)

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(16) The terms county school and county school students as used here includes all schools or pupils other than the city school systems.

(17) Annual Report of Department of Education, State of Tennessee, 1940, pages 68-83.

(18) U. S. Census of Population, 1930.



Source: Appendix B table 1

Figure 5. Percentage Distribution of County Elementary School Student by Grades, 1940

The difference is small, but is probably significant enough to indicate a higher educational level.

As a general conclusion, based on the data presented, the educational level in Roane County is slightly higher than that of the State.

CHAPTER II

CHARACTERISTICS OF LEADERS

General Characteristics

General characteristics common to leaders are enumerated for the purpose of indicating what types of personality or physical standards prevail.[1] In another section of this chapter, characteristics of leaders in specific organizations will be discussed.

The leaders interviewed were approximately three fourths men and one fourth women.

Marital Status: Of the leaders interviewed, 95 percent were married. This percentage is much higher than the percent of married persons in Roane County. Of the total rural population above 15 years of age, 61.5 percent are married. The data points toward a strong implication that wedlock is a definite characteristic of leaders.

Previous studies have pointed out that married people are more often leaders in a neighborhood or community than are single persons. This

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(1) This survey is based on personal interview with 46 leaders in 22 neighborhoods of Roane County. Eleven organizations were covered in the survey. Random sampling was used.

is also true for participation in social activities by families with children.[2] A possible reason for greater participation in social groups, and hence more leadership responsibilities, by adults with children is a realization on their part of the need for certain things for the future welfare of youth that can only be supplied by social groups.

Occupations: As this study was conducted primarily in the interest of rural folk, it is to be expected that a higher percentage of leaders will be engaged in agricultural occupations. However, other occupations are depended on for a livelihood by some of the leaders, as shown in Table II.

TABLE II

OCCUPATIONS OF LEADERS, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Occupation	Number	Percent
Full time farmer	29	63.1
Housewife	10	21.7
Storekeeper and farmer	2	4.3
Preacher and farmer	2	4.3
Laborer and farmer	1	2.2
Mill worker	1	2.2
Mail carrier	1	2.2
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

(2) Mangus, A. R., and Cottman, Howard R., Level of Living, Social Participation and Adjustment of Ohio Farm People, Bulletin 624, Ohio Agricultural Experiment Station, 1941, page 41.

Of the leaders interviewed, 63.1 percent are full time farmers, or on the basis of the male leaders alone, 80 percent engage in farming as a full time occupation. In addition to full time farmers, agriculture supplements the income of other leaders.

All but 6 percent of the leaders were reared on the farm. Parents of the remainder engaged in another occupation as the principal source of income, but lived in the rural districts near the towns, and liked to think that their problems were those common to the rural people.

Where Leaders Were Reared: One qualification upon which leadership seems to depend to a great extent is how well the person is known in the locality.

In an Iowa survey, the reports received were that "not a farmer named as leader a man with whom he was not at least acquainted. Most farmers chose as leaders men who were at least fairly close friends or neighbors. In addition to wanting to know their leaders intimately, they usually selected men who had had experience in leadership; also they chose leaders from their own township."(3)

Residence of rural leaders is relatively stable, over one-half

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(3) Ryan, Bryce, Looking for Farm Leaders, Iowa Farm Economist, Iowa State College, July 1941, page 13.

of them living in the same neighborhood as did their parents (Table III). This indicates a long period of residence among, and acquaintance with members of the group.

TABLE III

COMPARISON OF LEADERS' RESIDENCE AND PARENTAL RESIDENCE,
46 LEADERS, ROANE COUNTY, TENNESSEE,
1942

Where Reared	Number	Percent
Same neighborhood as now living	27	58.8
Different neighborhoods in county	11	23.9
Adjoining neighborhoods		(8.7)
Not adjoining neighborhoods		(15.2)
Other counties in state	5	10.8
Other state	1	2.2
Unknown	2	4.3
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

The significant and obvious conclusion to be drawn is that permanent residence is common to rural leaders. Twenty seven persons, or 58.8 percent, were reared in the same neighborhood in which they are now living, and often the leaders live on the same farm as did their parents. Leaders whose parents lived in a different neighborhood in the county amount to 23.9 percent of the total. The number of rural leaders who have lived in Roane County either in the same neighborhood as their

parents or in a neighborhood other than the parental residence, furnish 82.7 percent of the leadership. Leaders reared in other counties in Tennessee and other areas can, however, boast of long residence in Roane County.

In general it may be said that Roane County leaders have had a permanent residence in the county, and have established their reputation over a long period of time. On the basis that the leaders have been residents in the county many years, the logical supposition would be that their tenure would have a definite stabilizing effect desirable for leadership. Over three-fourths of the leaders were farm owners, which perhaps caused them to have a personal interest in the neighborhood, and created a stability of residence that can be depended upon for progressive leadership.

Age of Leaders: The range in age of leaders for all organizations was 20 to 75 years, with an average of 48.5 years.

With a preponderance of the county population in the age group of 25 to 64 years (41.0 percent of the total) and the average age of leaders being 48.5 years, it is to be expected that the largest percentage of the leaders will be middle age or older (Figure 6). Sixty three percent of the leaders are between the ages of 35 and 65. For a comparison by groups for specific social organizations in Roane County see Table III, Appendix B.

The ages of persons at the time of their first leadership responsibility occurs somewhat early in life, with approximately one-third of



Source: Appendix B, Table 2

Fig. 6. Distribution of Leaders by Age Group, Roane County, Tennessee, 1942

the persons assuming their first leadership responsibility between the ages of 25 to 35 (Table IV).

TABLE IV

AGE OF LEADERS WHEN FIRST ASSUMING RESPONSIBILITY OF LEADERSHIP, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Age	Number	Percent
15 -24	6	13.0
25 -34	17	36.9
35 -44	13	28.4
45 -54	4	8.7
Unknown	6	13.0
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

It is significant that the largest percent of leaders are first recognized during early life, and continue to serve as leaders from that time on. The young age group affords a fertile field for leadership development. The average length of service by leaders interviewed was 22.1 years with a range of 1 to 55 years. One-fourth of the leaders stated that they had been leaders for many years, and could not say just how long they had been active leaders. To compute the years of service the age of 20 was used as a basis for beginning service, which is the age of the youngest leader interviewed.

Education: Many of the older people, in answer to questions concerning their education, replied that they had attended school until about the second or third grade. The average grade attained was 8.3; or in other words, an average leader would have just entered high school under the present system of grading. However, the grading system now is somewhat different from that used forty years ago.

A significant observation here is the educational level that furnished leaders in the largest numbers (Table V).

TABLE V

RELATIONSHIP OF SCHOLASTIC GRADE ATTAINED BY LEADERS AND NUMBER OF LEADERSHIP POSITIONS HELD, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Grade Reached	Positions per Person	Education		Leadership Positions	
		Number	Pct.	Number	Pct.
3-4 years college	3.0	3	6.5	9	9.1
1-3 years college	1.8	5	10.8	9	9.1
High school graduate	2.9	7	15.3	20	20.2
Some high school work	1.8	6	13.1	11	11.1
5 - 8 grade	2.2	6	13.1	13	13.1
0 - 5 grade	1.9	16	34.7	30	30.3
Unknown	2.3	3	6.5	7	7.1
Total	2.2	46	100.0	99	100.0

Source: Leadership Survey in Roane County, 1942

The group of leaders having had 3 or 4 years' training in college, though smallest in number (6.5 percent of total) held 9.1 percent of the

leadership positions, with an average of 3 each. Those having reached the fifth grade or less (34.7 percent of total) hold 30.3 percent of the leadership positions or 1.9 positions per person.

Leaders who finished high school hold 20.2 percent of the leadership positions, or an average of 2.9 positions per person, which exceeds the average number held by persons who had entered either college or high school but did not complete the work. The latter group held 1.8 positions per person.

Those who begin either college or high school work but do not complete the course do not seem to be as successful leaders as those who had not attended past the eighth grade. Of all the groups, those leaders with some college or some high school training but not completing the work rank lowest. Those completing high school have practically an equal chance with college trained persons in attaining leadership in rural areas.

Where Leadership Was First Recognized: It is significant to note the organization in which leadership responsibility was first assumed. Probably due to lack of organizations other than the church, in most neighborhoods and communities, religious activities afforded the first leadership experience for slightly over one-half. There were 13 percent whose first leadership experience was as neighborhood or community leaders; 8.7 percent in Women's Home Demonstration clubs; 8.7 percent in 4-H clubs; and 13 percent in various other organizations

such as Parent Teachers Association, Singing Clubs, Junior Order of United American Mechanics, and others. Although not given specifically by the leaders, school organizations such as Future Farmers of America, class meetings and other school functions probably were important to the younger leaders.

Reasons for Becoming a Leader: The answers given to questions as to why the individual became a leader are quite numerous, as many of the leaders felt that their reasons for becoming a leader could be attributed to more than one thing.

TABLE VI

REASONS FOR BECOMING A LEADER, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Reasons	Number	Percent
Through little personal effort	46	43.4
Record of person in community	40	37.7
Personal qualifications	11	10.4
Sponsor movement for community benefit	9	8.5
Total	106	100.0

Source: Leadership Survey in Roane County, 1942.

Data presented in Table VI seem to indicate that people accepted positions of leadership more often when the responsibility was placed upon them by others, such as by election, appointment, or when they were made to feel that no one else was qualified for the work.

The individual's record in the neighborhood or community was thought to be important inasmuch as 37.7 percent of the reasons given were to the effect that they were either successful in their chosen occupations, from a good family, or had lived many years in the neighborhood, and hence were looked to as leaders by the local people.

The other two factors given in Table VI, personal qualifications

and sponsored movement for community benefit, are lesser in importance and naturally limited. Not every person could become a leader by sponsoring a program. Several of the persons interviewed felt they were leaders, however, because they initiated the movement. A 4-H club was started in one case, a Home Demonstration club by another, and in other cases church programs were begun by present-day leaders.

Personal qualifications causing some to be leaders included good judgment as shown in other work, confidence the people had built up in them, experience in the work, and similar factors that increase a leader's personal qualifications for leadership work.

Factors Found Helpful to Leaders: In reply to a question as to what factors in experience or training were most helpful to leaders in their present leadership role, those interviewed listed the items in Table VII and in the proportion as shown.

TABLE VII

FACTORS FOUND MOST HELPFUL TO LEADERS, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Helpful Factors	Number	Percent
Home training	32	38.6
Literature read	27	32.6
Personalities	17	20.5
Courses taken in school	7	8.5
Total	83	100.0

Source: Leadership Survey in Roane County, 1942.

The divisions as given in the table above separate the helpful factors for consideration, but further explanation is needed. Home training, mentioned in 38.6 percent of the times, is probably one of

the major factors in the development of present day leaders. Many replies to home training were such as "My father was a real farmer", "Mother and Dad taught us things we needed to know", or "I never knew anything else but a leader's responsibility. Just grew into it at home."

Literature read by the leaders was reported most helpful nearly one-third of time. Most of the literature read that was considered helpful related to the particular program on which the leader was working.

The church leader's reply was the Bible or church literature. The extension club leaders usually read University of Tennessee bulletins distributed to them, and a few leaders subscribed to agricultural papers, such as "Southern Agriculturist", "Tennessee Farm Bureau News", and a few others. It can probably be said that rural people do not read much as indicated by the fact that in 1928 there were only 759 subscribers to a total of 5 farm papers in Roane County.(5) Daily newspapers and monthly magazines are probably in a higher proportion than farm papers, but apparently only a small part of the rural population received current news through newspapers or magazines.

Persons that had been helpful to these folks in leadership work, and most often mentioned, were those who were connected with the

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(5) Allred, C. E., Atkins, S. W., and Hatfield, G. H., Tennessee, Economic and Social, Part II - The Counties, Division of University Extension, 1929.

particular program. For their respective programs, the county agent, home demonstration agent, church officials, some young people, and the program planners were mentioned as being helpful to leaders.

The courses in school that were helpful to the leaders would of necessity be low due to the education attainment of the leaders as previously indicated. However, those with some college training, or who were high school graduates felt that various specific courses as commercial work, agriculture, and public speaking had been quite beneficial to them.

Membership in Other Organizations: Briefly stated, the replies to the inquiry of previous membership in social organizations consisted mainly of membership in the Junior Order of United American Mechanics, Odd Fellows Lodge, Farm Bureau, 4-H Club, and Future Farmers of America. The predominating reasons for dropping out as a member or leader were "too old", "the order died out", "dues too high", or "split in the organization".

Future leaders may do well to keep membership expenses down for rural people will readily drop an organization that is a luxury. Any club should bear this fact in mind as the rural people will not be active in any work that is a financial burden.

Experience in Other Organizations: The question was asked of leaders, "How has your experience in other organizations helped you in your present role as a leader?" The answers received to this question were classified on the general basis of the experience afforded the

leader, and the personal development of abilities.

TABLE VIII

VALUE OF EXPERIENCES IN OTHER ORGANIZATIONS TO LEADERS OF SOCIAL GROUPS, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Experience Benefit	Number	Percent
Developed confidence in self	29	43.3
Developed ability to express self	24	35.8
Learned to meet and handle people	7	10.5
Experience in the work	4	5.9
Learned to plan a program	2	2.9
"Timely action"	1	1.6
Total	67	100.0

Source: Leadership Survey in Roane County, 1942.

Table VIII gives the relative importance of each of the primary results derived by former organizational experiences. The development of confidence and ability of expression were foremost in importance. This seems to indicate that leadership was demanded or placed on these people before they felt qualified to accept the responsibility. The fact that many of the leaders went through the beginning experiences in leadership in church activities while they were young has helped to further qualify the individuals as leaders now. Being in other organizations tended to give them confidence in their ability to go before people, plan programs, and other things required of leaders. Regardless of the organization that furnished the training, those

leaders that began to take on responsibility while young hold a decided advantage.

Desirable Traits of a Leader: Those interviewed were able to give rather definite replies in response to a question of what traits are desirable for an individual to possess in order to be a leader in a given organization. When a composite of the desirable traits is made, the surprising point to note is that desirable characteristics thought needed are not primarily experience, but that the person live within the moral standards or customs of the group. Other desirable traits are shown in Table IX.

TABLE IX

DESIRABLE TRAITS OF A LEADER, REPORTS OF 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942 *

Desirable Traits	Number	Percent
Lives within the mores of the Society	44	28.6
Attributes of a desirable personality	41	26.6
Education (informal and formal)	29	18.8
Interest shown in neighborhood	25	16.3
Capability as determined by group	15	9.7
Total	154	100.0

Source: Leadership Survey in Roane County, 1942.

* For further explanation of traits see Appendix B, Table IV.

Included under the division of "lives within the mores of the society" which appears over one-fourth of the time, were dependability,

honesty, integrity, Christian, unselfishness, and "treats fellow man right". Of these traits just listed, dependability was mentioned as many times as all the others combined, or in 14 percent of all the cases. Dependability may be a determining factor as to whether or not an individual is accepted as a leader. This seems to indicate that in this area, and probably in other rural areas, standards of conduct are created within a given neighborhood which a leader must recognize and adhere to. Of these standards, dependability in word or action ranks high.

Attributes of a desirable personality ranked high as a leadership trait, and was mentioned in one-fourth of the replies. Personality traits as used here include friendliness, enterprise, initiative, self-confidence, and broad mindedness. Of these traits, friendliness accounts for approximately the same as the other personality traits combined or 13.0 percent of the entire total.

The importance of personality is brought out in the following: A person of mediocre educational ability often finds himself in a leadership position in the place of a highly trained person, primarily due to traits that constitute personality factor and moral standards of the group. An individual's chances for successful social leadership are definitely limited if he or she does not possess a desirable personality regardless of the amount of training he or she may have.

An answer that is closely related to the mores of society in the community that should be considered is interest and aggressiveness

shown in the community by the individual. This division, interest and aggressiveness shown in the community requires that a leader be one of the group, that has the confidence of the people, and that he be someone who does more than the average person. This strongly implies that before an individual is accepted as a leader in the neighborhood, or community, he must be accepted as one of the group.

Also the fact that the leader is aggressive, or has done more than the average person, points him out as the leader. As he has usually formulated a plan of action, has thought the problem out, and can see the result, the aggressive leader is naturally relied on for leadership.

Educational factors, both formal and informal, which include experience, training in school or out, and ability to plan ranked in third place in the survey and were listed as being important in slightly less than 20 percent of the replies. Training to the people interviewed did not necessarily convey the idea of academic work, but work in the activity, which might be termed experience. Basically the leaders refer to education as the understanding that usually accompanies experience.

In the last classification in Table IX, capability as determined by the group was made the group title for good judgment, and interested in the work. These traits, though given in less than 10 percent of

the replies, may possibly bear more weight in the final selection of leaders than the organization often realizes, and are probably more closely related to the other groups than the rank shows.

Good judgment is a trait that is not acquired over a short time, but is the result of years of active work and acquaintance in an area. The fact that this trait is somewhat apart from personally controlled factors, comes under the scrutiny of followers, and is determined by them, makes the trait stand out in singular importance.

To make a summary statement and point out a few implications that can be drawn: there is a high probability that a leader's changes of success are good if he is dependable, friendly, makes himself definitely one of the group, has good judgment, and with these, has some training and is interested in the organization. The indications are that permanent leadership is not acquired suddenly, but is created by a slow process. This does not mean that leaders do not frequently arise spontaneously as an outgrowth in an emergency, or to solve a problem; but that the permanent leader for a local neighborhood or community can usually attribute his position to a long, slow period of growth.

Desirable Traits Expected of Future Leaders: In an effort to compare what is expected of future leaders and the demands made of present leaders, those interviewed were each asked to consider some young person in the neighborhood whom people believed to be good

material for a future leader. They were next asked what leadership traits were possessed by the particular young person which should make him or her develop into a good leader. The tabulated replies in combined form are shown in Table X; for further explanation see Table VI in Appendix B.

TABLE X

DESIRABLE TRAITS OF A FUTURE LEADER, REPORT OF 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Traits	Number	Percent
Interest in the neighborhood	24	22.9
Lives within the mores of the society	24	22.9
Education (informal and formal)	23	21.9
Attributes of desirable personality	18	17.1
Qualities thought inherent in youth	16	15.2
Total	105	100.0

Source: Leadership Survey in Roane County, 1942.

For the young person expected to become a future leader, education (which here includes formal school training and ability to take advice) is considered slightly more important than to the present leaders, but is secondary to both the customs or standards of the people, and the interest shown in the neighborhood. By his interest in the neighborhood, being one of the group and interested in its affairs, the young person is measured on equal basis with living within

the mores of the society or following the customs and standards of the group.

The attributes that constitute a desirable personality in the young leader stand out as a reason for being leadership material and is probably noticed quite often or given more relative weight in a choice than is indicated in Table X. The factors of good judgement aggressiveness, and "born a leader" were classified as qualities inherent in the future leader on the basis that as these indications are already becoming apparent in early life there is a strong possibility that they will appear in the adult as ability.

An interesting point to be noted here is the approximate rank of each classification in Table X which makes the problem difficult to point out one particular item as being of outstanding importance. However, the fact that no important division does appear makes the results valuable for indicating that the future leader or prospective young person will be expected to develop a well rounded personal program. A direct comparison of the traits of the present leaders and the traits of young people expected to develop into future leaders will be discussed in a later chapter.

Characteristics of Specific Types of Leaders

Following the discussion of the general characteristics of a leader, the next logical question is what traits are characteristic of leaders of specific organizations, and do they vary essentially from

the traits characteristic of leaders in general. The purpose of this section is to discuss more fully the distinguishing characteristics of leaders of specific organizations.

Church Leaders: Church leaders in this study are almost entirely persons that have become deacons, stewards, or Sunday school teachers after many years of membership and work in the church.

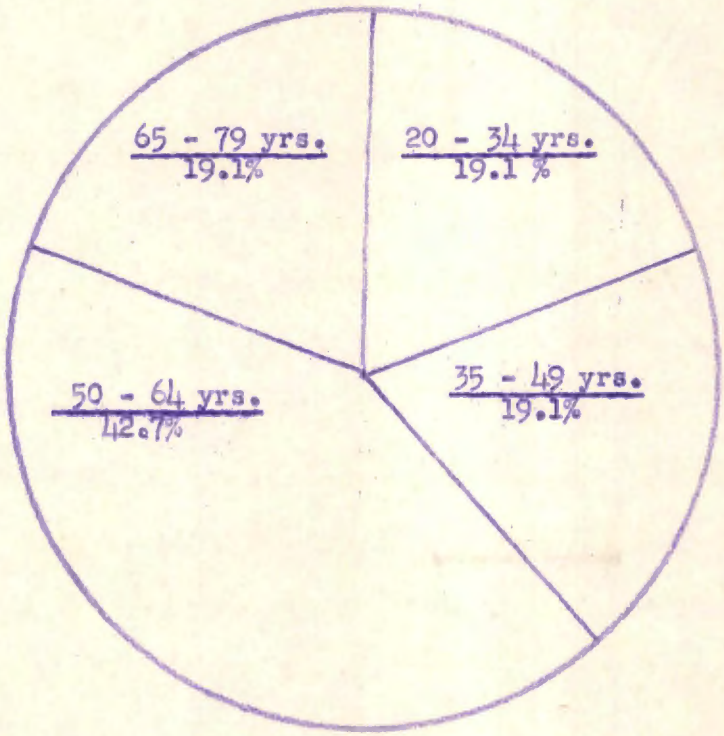
The average age of church leaders in this area is 51 years. The group has a range in ages of 53 years or from 20 to 73 years with a preponderance in the age class of 50 to 65 years. This age group constitutes 42.7 percent of the total, as indicated in Figure 7.

Many hesitated to give reasons for becoming church leaders and resorted to the answer that they were just elected by the church. Churches in Roane County as a rule use the election system to select officials. This accounts for many of the reasons given by leaders for accepting leadership responsibilities. Table XI indicates that 52.6 percent became leaders through little effort of their own. These

TABLE XI

REASONS FOR BECOMING A CHURCH LEADER, 21 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Reasons	Number	Percent
Through little personal effort	20	52.6
Record in neighborhood	13	34.2
Personal qualifications	5	13.2
Total	38	100.0



Source: Leadership Survey in Roane County, Tennessee, 1942

Fig.7. Distribution of Church Leaders by Age Groups in Roane County, Tennessee, 1942

for the most part were either elected or chosen. However, there undoubtedly are some basic reasons why some were chosen or elected in preference to others.

To further break down the reasons for becoming a church leader, one-third said that they were leaders because of their record in the neighborhood. These primarily were successful in their chosen occupation or lived many years among the people, or both.

Personal qualifications (reported by 13.2 percent) included home training, religious belief, right conduct in the community, and, as one summed his reasons for becoming a leader, "People must have seen some good in me."

There is a possibility that personal qualifications and records established in the neighborhood as enumerated above, which together were given in 47.4 percent of the replies as reasons for becoming leaders are the primary factors why the other individuals are chosen or elected. If this supposition is correct, the success in the chosen occupation and personal qualifications are the factors to be studied in an individual before making the choice of a church leader; however, the personal characteristics must be considered closely, as a qualified leader may be overlooked if they were elected on the basis of their status.

Apparently rural church leaders depend to a large extent on their home training when the necessity arises for a decision, as many

of them refer to their home training with such statements as "my father was a good church man before me". When asked what factors in their past training or experience had been most helpful nearly one-half of the replies mentioned home training.

TABLE XII

FACTORS FOUND MOST HELPFUL, 21 CHURCH LEADERS, ROANE COUNTY, TENNESSEE, 1942

Helpful Factors	Numbers	Percent
Home training	18	47.4
Church literature	13	34.2
Specific personalities	6	15.7
Radio	1	3.7
Total	38	100.0

Source: Leadership Survey in Roane County, 1942.

Church literature was named second in importance (34.2 percent of the replies), as shown in Table XII. The literature read and studied was in many instances furnished by the church; however, the leaders expressed the opinion that the Bible was studied most.

Other helpful factors, radio and personalities were of little relative importance (to church leaders) if judged on the basis of times mentioned. These were primarily of local significance. Specific personalities were generally the local pastors as "Reverend Scarbrough, Dr. Johnson, Reverend Crawford", and others who have created a lasting

impression in the neighborhood, or in several instances, had established the local church.

In analyzing the desirable traits of a church leader as shown in Table XIII, considerable emphasis is found to be placed on the factors of living within the mores of the society; that is, dependability, right conduct, being a Christian, "holding a straight line", and "one who treats his fellow man right". Next emphasis was on the attributes of a desirable personality which were given as friendliness, honesty, self confidence, integrity, tact and fluency as a speaker. These two mentioned traits bear out the reasons given

TABLE XIII

DESIRABLE TRAITS OF THE PRESENT AND FUTURE CHURCH LEADER, REPORTS OF 21 CHURCH LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Traits	Present Leaders		Future	
	Number	Pct.	Number	Pct.
Attributes of a desirable personality	25	33.8	11	17.7
Lives within the mores of the society	23	33.1	15	24.2
Capability as determined by the group	10	13.5	9	14.5
Interest in the neighborhood	8	10.8	14	22.6
Education (informal and formal)	8	10.8	13	21.0
Total	74	100.0	62	100.0

Source: Leadership Survey in Roane County, 1942.

by persons for becoming church leaders; that is, personal qualifications and the record of the individual in the neighborhood are essentially responsible for choice of church leaders.

The traits of a church leader vary somewhat from traits of leaders in general, on the points just mentioned. Slightly less education is expected in the church leader, nor is the leader required to be as prominent in the community. As shown in Table XIII, the future leaders, if they measure up to what is expected of them, will have more education than have present leaders, a high moral standard, a well balanced personality, a direct interest in the neighborhood and exhibit more ability to take the responsibility of leadership than was shown by present leaders.

Home Demonstration Club Leaders: There were 14 Home Demonstration Clubs for farm women in Roane County at the beginning of 1942.(1) The membership of these clubs is composed mainly of young and middle aged women if the leaders' ages are any indication of the age of the group. The average age of leaders interviewed was 32 years. All were below the age of 40. This constitutes a much younger age than for either the average of all leaders, or for church

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(1) Stanley, Miss Wilma, Home Demonstration Agent for Roane County, 1942.

leaders. Home Demonstration Club Officers are elected by the membership, and cannot succeed themselves, hence they attribute election as the main reason for their being leaders. However, one woman interviewed expressed the opinion that she became a leader because she had lived many years among the people, and attributed her leadership to the fact that she initiated the movement.

Home training was assigned more value to Home Demonstration Club leaders than any other factor in their past experience or training. The same was true for leaders in general and for church leaders; however, factors common only to leaders of the Home Demonstration group were higher education, training, and experience in teaching school. Aside from these two helps, the Home Demonstration Club leaders looked to the agent for literature necessary for the meetings. A former leader in speaking of her tenure as president of a club, said "the agent did all the work".

TABLE XIV

DESIRABLE TRAITS OF A HOME DEMONSTRATION CLUB LEADER, REPORTS OF 6 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Traits	Number	Percent
Attributes of a desirable personality	4	40.0
Interest in the neighborhood	2	20.0
Capability as determined by the group	2	20.0
Education (informal and formal)	1	10.0
Lives within the mores of the society	1	10.0
Total	10	100.0

Source: Leadership Survey in Roane County, 1942.

Those traits that seem to be of foremost importance in Home Demonstration Club leaders as shown in Table XIV are: attributes of a desirable personality, including friendliness, unselfishness, self confidence; interest in the neighborhood in that they should be one of the group; capability as determined by the group by observing good sense, or good judgment, and dependability.

The traits thought to be desirable of a leader in this group do not differ significantly from any other except to the extent that slightly more emphasis is placed on the individual personality and less on some of the customs of the society.

The desirable traits expected of future leaders of Home Demonstration Clubs follow rather closely to those of leaders in general, and to church leaders. The future Home Demonstration Club leader who lives up to what is expected of her must show a well balanced personality, excell the present leaders by being better trained, and be more capable of rendering service to the neighborhood.

Watershed Area Club Leaders: The Tennessee Agricultural Extension Service and Tennessee Valley Authority cooperating have designated areas in the county as watershed areas in which the farmers work together to promote soil improvement and other practices of agricultural benefit primarily for demonstration purposes. In order to facilitate the programs, fertilizers are obtained at less than commercial rates. The Watershed Area clubs are relatively new organizations,

and had only 5 areas participating in 1942. The persons interviewed included both present and former leaders.

The leaders of these clubs interviewed were middle age or older. Two-thirds were in the age group of 50 to 64, and one-third in the age group of 35 to 49 years. The average age of the Watershed Area organization leader is 51.2 years, or slightly older than any of the other groups considered. Just why these leaders are above average age is rather unexplicable, unless the outside stimulation is toward older, more successful farmers with the idea that a program approved by influential farmers will be more widely and quickly accepted by others.

The replies in response to the question asking why each became a leader indicate to some extent why they are older men.

TABLE XV

REASONS FOR BECOMING A WATERSHED AREA CLUB LEADER,
6 LEADERS, ROANE COUNTY, TENNESSEE,
1942

Reason	Number	Percent
Chosen by group	5	35.7
Lived many years among people	4	28.6
Successful in chosen occupation	2	14.3
No one else to do job	2	14.3
Interested in program	1	7.1
Total	14	100.0

Source: Leadership Survey in Roane County, 1942.

There were 28.6 percent, or slightly more than one-fourth, who felt they were chosen because they had lived many years among the people of the community or neighborhood, while 14.3 percent expressed the belief that they were selected because of having been successful farmers. Thus nearly one-half of the reasons given for becoming leaders were based on factors that had taken many years to establish in a neighborhood. These two mentioned reasons, though not expressed by one-third of the group, were probably also the basic reasons they were chosen as leaders. This third could give no reason other than that they were elected or chosen as indicated (Table XV). There were, however, 14.3 percent who said they were leaders because there was no one else to do the job.

The record in the community, successful in chosen occupation and long residence in the community, probably has more relative weight in selection of Watershed Area organization leaders than it does for any other organization in the county. However, not to be overlooked as reasons for becoming leaders are those in which the individual is interested in the work of the group, and those in which the leaders felt they were chosen as there was no one else to do the job. These two reasons indicate a willingness of certain members to promote a beneficial program and can be relied on at all times to give support when it is needed. Although relatively unimportant in Table XV, these reasons should be given considerable attention in the selection of a leader in an organization.

As would be expected of a leader in this type of organization, the desirable traits differ somewhat with those of other social groups or emphasis is placed on different factors than in most social organizations.

TABLE XVI

DESIRABLE TRAITS OF THE PRESENT AND FUTURE WATERSHED AREA CLUB LEADER, REPORTS OF 6 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Traits	Present		Future	
	Number	Pct.	Number	Pct.
Education (informal and formal)	5	33.3	6	28.5
Attributes of a desirable personality	4	26.7	1	4.8
Lives within the mores of the society	3	20.0	4	19.1
Capability as determined by the group	2	13.3	4	19.1
Interest in the neighborhood	1	6.7	6	28.5
Total	15	100.0	21	100.0

Source: Leadership Survey in Roane County, 1942.

As indicated in Table XVI, the factor of education, mentioned one-third of the times by present leaders, again bears out the reason for becoming a leader as the division was designated to include training and planning ability. The opinion as expressed was that the education of the future leader would be practically the same as for the present leader as most rural folk training refers more often to success in occupation and activities rather than formal education; however, more formal education will probably be required in the future.

The future leader must be vitally interested in the neighborhood if he lives up to what is expected of him. This factor of interest in the neighborhood was mentioned in 28.5 percent of the replies. Thus it appears to be considered of about the same importance as education and training.

The capabilities as determined by the group, together with living within the customs or mores of the neighborhood may determine the success or failure of a leader at the present time.

The traits of the future leader differ some from those of the present leader as shown in Table XVI. The capability or inherent ability of the future leader will count more than the personality of the individual.

4-H Club Leaders: The 4-H club leaders interviewed were adult individuals who act as advisors for the club rather than the young people that hold the position as president of the group.

The 4-H club leaders are the second youngest age group covered in the survey. The group has an average age of 44.8 years. Three-fourths are below 50 years of age.

Leaders of 4-H clubs gave reasons for becoming leaders that are quite different from most groups. The reasons given are shown in Table XVII.

TABLE XVII

REASONS FOR BECOMING 4-H CLUB LEADERS, 8 4-H LEADERS, ROANE COUNTY, TENNESSEE, 1942

Reason	Number	Percent
Personal realization of need	8	53.3
Record in neighborhood	4	26.7
Through little personal effort	3	20.0
Total	15	100.0

Source: Leadership Survey in Roane County, 1942.

Personal realization of need appearing one-half of the times includes four main points which can best be explained in the words of the leaders: "Pride of having the boys like me", "Just met at my house", "School teaching association with young people", "Boys were on the ball team", and "Just like to work with young people". The fact that these reasons were given by more than one-half of the leaders as reasons for assuming leadership, makes a significant point to consider in the choice or election of a 4-H Club leader. In the division mentioned above, one-fourth that were older than 50 years accepted responsibility of leadership because they liked to be with the young people, or personal realization of need was prompted by their interest in the youth.

The factors that have proven most helpful to more than three-fourths of the 4-H leaders have been home training and literature

furnished by the extension service, both of equal importance. A few of the leaders expressed the opinion that their educational training and experience had helped them in their work and that the agents were relied on for advice, but which factors were not important as compared to home training and extension literature.

Indications point to the fact that a 4-H leader must have a considerable amount of education, a well adjusted personality, high moral standard, and should have shown in some manner that as a leader, ability is present to plan and carry out a beneficial program for 4-H club youth (Table XVIII).

TABLE XVIII

DESIRABLE CHARACTERISTICS OF A 4-H CLUB LEADER, REPORTS OF 8 4-H LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Trait	Number	Percent
Education (informal and formal)	6	26.1
Lives within the mores of the society	5	21.7
Capability as determined by group	5	21.7
Attributes of a desirable personality	4	17.4
Interest in neighborhood	3	15.1
Total	23	100.0

Source: Leadership Survey in Roane County, 1942.

Traits of a youth expected to make a good future 4-H club leader correspond closely with those listed as desirable of present 4-H leaders. The principal difference lies in that more will be expected

of future 4-H leaders in a neighborhood if they reached the level expected of them.

Miscellaneous Leaders: In order to include the county leaders for a representative sample, schedules were made out for several persons that were the only leaders interviewed for that particular type of organization. In most instances, there is only one or two of the particular social group in Roane County or the membership was rather small. These leaders included were representatives of the Farm Bureau, Roane County Farm Mutual Insurance Company, Parent Teachers' Association, and Third District Singing Organization.

When all the miscellaneous groups are combined, the leader's characteristics agree closely with those of the leaders in general.

Neighborhood Leaders and Community Committeemen as Leaders: A separate discussion is being devoted to characteristics of those who do not hold offices, but are looked to for the successful promotion of many programs, and to community committeemen that are elected to represent farmers in governmental programs. These two types of leaders are placed together as they both serve on a community or neighborhood basis, and in a somewhat ex-officio manner.

These leaders as a group are above middle age with an average age of 54.5 years. This is somewhat above the average age of leaders in other organizations.

For a group with no social organization affiliations, the reasons for becoming leaders would most likely be associated with

factors constituting a record in neighborhood or community as shown in Table XIX where 68.2 percent of the reasons for becoming leaders were attributed to this reason. Successful in their chosen occupation, lived many years among the people, and from a good family are factors that constitute the record of the individual in the neighborhood or community.

TABLE XIX

REASONS FOR BECOMING NEIGHBORHOOD LEADERS, 11 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Reasons	Number	Percent
Record in neighborhood and community	15	68.2
Chosen by group	5	22.7
Personal qualifications	2	9.1
Total	22	100.0

Source: Leadership Survey in Roane County, 1942.

Chosen by the group is second in importance primarily because the committeemen were elected or chosen by governmental agencies, but there is the possibility that their neighborhood record is partially responsible for the person being chosen as a "community" representative.

A leader of this type expressed the opinion that home training is of foremost importance as helpful factors. The county agent and other representatives of professional groups also play important

roles in assisting these leaders by furnishing written information, and personal technical advice.

A successful neighborhood leader probably finds it necessary to do more reading covering a wider range of subjects than most other types of leaders, and in addition he must be well informed about the particular topic that is current in the neighborhood at a given time.

Interest shown in the neighborhood, and the attributes of a desirable personality account for one-half of the desirable traits mentioned for this type of leader as shown in Table XX. Included in these two divisions are such statements by leaders "commands respect of people", "has confidence of people", "friendly, tactful, integrity, self confidence", "one of the group".

TABLE XX

DESIRABLE TRAITS OF A NEIGHBORHOOD LEADER, REPORTS OF 11 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Desirable Traits	Number	Percent
Attributes of a desirable personality	9	24.3
Interest in the neighborhood	9	24.3
Education (informal and formal)	8	21.7
Capability as determined by group	7	18.9
Lives within the mores of the society	4	10.8
Total	37	100.0

Source: Leadership Survey in Roane County, 1942.

For a person to be a leader and yet hold no specific position or a member of any specific social organization, there is some difficulty in pointing out where formal or informal education has been most beneficial, yet training is desired of a neighborhood or community leader.

The customs of the society are not of major significance to this type of leader except to serve as a guide for the leaders in planning a program that will be beneficial for the group and in such a manner as will be most quickly accepted.

This type of leader is necessary and essential in a neighborhood or community, but due to the method of achieving this type of leadership, to point to a young person as a future leader of this type would be practically impossible. No person is established well enough in a community to be influential as a community leader until he has shown to be successful in his occupation, or have done other outstanding achievements in the opinion of the people in the neighborhood.

CHAPTER III

GROUP CHARACTERISTICS AND MEMBERSHIP RELATIONS

General Characteristics of Group

In the previous chapter emphasis was placed on characteristics of leaders themselves. In this section the plan is to discuss characteristics of organizations and social groups, their problems, and remedial measures used.

Regardless of how well qualified an individual may be as a leader, without social organizations and a knowledge of these organizations, little could be accomplished.

Age of Organization: The organizations were quite variable in their length of life. Several were organized within the past year while one church was 118 years old. The average length of life of all organizations studied for which age was known was 28.8 years (Table XXI).

Churches were the longest lived with an average age of 50.5 years. The Home Demonstration Clubs and 4-H Clubs averaged 16.0 and 11.0 years each; however, in not all cases were these functioning continuously throughout their life for there have been periods of inactivity

for a number of the group. The Watershed Area Organization at Wheat was organized 6 years ago, the remainder had gotten under way during the past 2 years, while their average age was 2.4 years.

TABLE XXI

LENGTH OF SERVICE OF ORGANIZATIONS, ROANE COUNTY, TENNESSEE, 1942

Organization	Average Length of Service	Range of Years
Churches *	50.5	12-118
Home Demonstration Clubs	16.0	6- 26
4-H Clubs (boys and girls) **	11.0	1- 22
Watershed Areas	2.4	1- 6
Miscellaneous ***	16.6	1- 27
Total	28.8	1-118

Source: Leadership Survey in Roane County, 1942.

* A few churches of the sample are not included as the present leaders have no idea when they were organized.

** This is not continuous service as there have been periods of non-activity. Also characteristic of Home Demonstration Clubs.

*** Data incomplete with regard to date of organization of two groups.

Miscellaneous organizations which include the Farm Bureau, Roane County Mutual Fire Insurance Company, and others average 16.6 years in age. It should be remembered that these are ages for groups operating

at the time of study. If length of service were computed for all organizations that had been set up during the years, it would have been considerably less.

It seems desirable to point out that churches, not only here, but in other areas, have been longer lived than most organizations to which farmers belong. An examination of their functioning should bring out some help in leadership. In the first place, all organizations go through a life cycle of stimulation, rise, carrying on, and decline.(1) Kolb and Wileden point out that after an organization has risen then comes the normal period of functioning or "carrying on" when general interest is usually such that the leaders must supply the initiative and do most of the work. In an attempt to distribute the work, committees are appointed, etc. Conditions change, problems change, membership interests change, and even membership personnel may change. Unless the work of the organization can be kept flexible enough to cope with these, decline is inevitable.

In the cases of churches, the interests are based on fundamental psychological urges that are subject to a minimum of change. The personnel changes are made normally through subsidiary organizations such as Sunday school, young people's societies, missionary societies, etc. In this way much of the incentive for decline is removed from church work.

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(1) For further discussion of the life cycles of organizations see Kolb and Wileden, "Making Rural Organizations Effective", Bulletin 403, Wisconsin Agricultural Experiment Station, Madison, Wisconsin, 1928.

Churches do, however, need to keep tuned to existing social and economic conditions in order to best function.

Membership of Organizations: The average membership of all organizations studied was 71. Of these, there were 42 or 59.5 percent who were more or less active (Table XXII). There was 90 percent of the membership that came from farms.

The miscellaneous group had both the largest total membership per organization and largest number of active members. This group was followed in turn by churches, Watershed Areas, Home Demonstration Clubs, and 4-H Clubs. All members of Home Demonstration and 4-H Clubs were from farms, as were all but 1 percent of Watershed Area Club members. Churches had 90.7 percent from farms, and miscellaneous organizations 80.9 percent.

TABLE XXII

TOTAL MEMBERSHIP, TOTAL ACTIVE MEMBERSHIP, AND PERCENT FARM MEMBERS IN RURAL ORGANIZATIONS, ROANE COUNTY, TENNESSEE, 1942

Groups	Number of Groups	Membership					
		Total No.	Ave. per Group	Total Active	Ave. per Group	Percent Active	Percent from Farm
Churches	16	1619	101	740	46	45.7	90.7
Miscellaneous	5	602	120	496	99	82.2	80.9
Watershed Area	5	256	57	192	38	75.0	99.0
Home Dem. Club	4	73	18	69	17	94.5	100.0
4-H Clubs (Boys and Girls)	7	66	9	61	9	92.4	100.0
Total	37	2616	71	1557	42	59.5	90.0

Source: Leadership Survey in Roane County, 1942.

The high active farm membership in the Extension Service organizations, Watershed Areas, Home Demonstration, and 4-H Clubs can probably be attributed to the fact that the rural people that are interested in this type of work will take an active part when they become a member. There may possibly be an indication of financial remuneration that also helps to increase interest.

Greatest Difficulties Encountered in Organizations: Seldom is a leader so successful that no difficulties are encountered or that no problems remain to solve. A brief discussion of difficulties encountered by leaders in organizations in Roane County will give a clue for avoidance or improvement of a like condition.

The greatest difficulties encountered by leaders can be grouped under five headings; however, one of these is a small group that is probably only common to leaders in one neighborhood in the county (Table XXIII).

TABLE XXIII

DIFFICULTIES ENCOUNTERED, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Difficulties	Number	Percent
Loss in enthusiasm	52	57.8
Cooperation non-existent	13	14.4
Personal inabilities felt by leader	11	12.2
Conflicting interests	11	12.2
Other	3	3.4
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

A loss in enthusiasm appears 57.8 percent of the times. This seems to be more significant when related to the aims that leaders have for the organization. Since 63 percent of the leaders expressed definite aims for the respective group, one would also expect enthusiasm to be present. Definite aims or programs usually create interest within a group which in turn increases attendance, and overcomes indifference. There seems to be a tendency for leaders to place the responsibility for lack of enthusiasm on the membership rather than recognize a possible existing weakness in the present program, or in his aims.

Absence of cooperation accounted for 14.4 percent of the difficulties mentioned. This factor is probably indirectly associated with enthusiasm as it should be natural to expect little cooperation if there was no interest in the program of the group. Personal inabilities felt by the leader, and conflicting interests or groups, together accounted for approximately one-fourth of the difficulties.

The least mentioned difficulty was common to only one neighborhood, and was the result of outside stimulation. At one time this neighborhood launched a program of neighborhood organization. Professional leaders of the program planning work supplied the leadership, rather than depending enough on local voluntary leaders, and when the professional leadership stopped, activity lagged. As one leader described it "we were pushed a little too fast and time will have to be given to work out". An example of too much professional leadership.

How Difficulties Were Overcome: The logical question following a discussion of the greatest difficulties encountered is how these were overcome. The answers received to this question were varied and in many instances were what the leader thought could be done, rather than the actual measure used to overcome the difficulty.

TABLE XXIV

HOW LEADERSHIP DIFFICULTIES ARE MET, 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

Measure	Number	Percent
No answer	17	36.9
Interest creating methods	12	26.1
Stimulation through personal interest of leader	7	15.2
Stimulation through aggressiveness of leader	4	8.7
Financial remuneration	3	6.5
Temporary non-activity	3	6.5
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

The most often mentioned and probably most significant reply in 39.6 percent of the answers (Table XXIV) was that nothing was being done or had been done to overcome the difficulties encountered. This answer can be associated with the loss of enthusiasm in Table XXIII by showing that even though leaders may recognize the difficulty, one-third of them do not try to overcome the problem. Twenty six and one-tenth percent of the attempts to overcome difficulties, principally of which was lack of

enthusiasm, were interest creating methods; namely, suppers, picnics, outside speakers, social functions, fairs, and improved programs. These measures seem to be constructive, yet some leaders express the opinion that they produce only temporary results in the organization.

The importance of the position of a leader in an organization is shown by the rank that stimulation by the leaders has in Table XXIV. Through a community canvass by the leader at an opportune time, or by reasoning with the group, the leaders have in 15.3 percent of the cases had some success in overcoming difficulties encountered in the organization. Also stimulation of the membership is sometimes accomplished through the aggressiveness of the leader. The alert, aggressive leader may stimulate the members if he can demonstrate that a thing can be done, or can make the people indirectly see value of program, or sometimes the willingness of a leader to "go ahead and try" has a desirable effect.

The policy of temporary inactivity is small and based on problems that may require time for adjustment, and education.

Neighborhood and Community Problems: Neighborhood and community problems may overshadow successful leadership work in an area, or may give a clue as to the attraction to offer as a reward for group effort.

An indication from Table XXV is that the making a living rates foremost in the minds of these people. The main significance of this

point is that a program that will increase the farmers' income will receive a greater response than one in which no immediate financial benefit is involved. The problems included under the factor of making sufficient income were: readjustments necessitated by Watts Bar Dam construction, production curtailed by Agricultural Adjustment Administration until income is too small, "making a living of these hillsides", and others.

TABLE XXV

SOME NEIGHBORHOOD AND COMMUNITY PROBLEMS, ROANE COUNTY, TENNESSEE, 1942

Problems	Number	Percent
Producing sufficient income	10	28.6
Labor shortage	9	25.7
Indifference	8	22.8
Lack of education	3	8.6
Miscellaneous	5	14.3
Total	35	100.0

Source: Leadership Survey in Roane County, 1942.

When to the problem of providing sufficient income is added labor shortage, these constitute 54.3 percent of the problems the various neighborhoods have to solve. The rural boys have tended to seek employment in industry leaving some neighborhoods with insufficient labor available.

Indifference and lack of education together constitute nearly one-third of the problems but neither are of major importance alone.

When asked what leadership would be required to solve these neighborhood and community problems, nearly three-fourths of the leaders interviewed promptly replied that they did not know. Other answers given and which will give some idea of the type of leader necessary were "wide awake, energetic person", "someone to get in and pitch", "more training of youth", "requires outside stimulation", and a "wide awake leader". In one neighborhood a problem existed that the leaders interviewed felt no leadership would improve but that it "must be lived down".

It may be concluded from the foregoing that rural people will attempt to provide a suitable income before taking part in social activities for group benefit. This may be an attraction for a professional leader to hold out as a goal.

Characteristics of Organization by Type

In the preceding section discussion has centered around those things common to all organizations in the county; however, each organization presents a somewhat different picture containing factors common only to that particular group. In the discussion to follow, each organization will be considered separately in some of the more important phases.

Churches: The organization of churches in Roane County has been mainly through the efforts of pastors and laymen in the neighborhoods. Although they were not present at the time of the organization of many of the churches, the present leaders feel that churches were organized for the future welfare of the community.

At present there are in the rural areas of Roane County sixty-one churches with the denominational distribution as shown in Table XXVI.

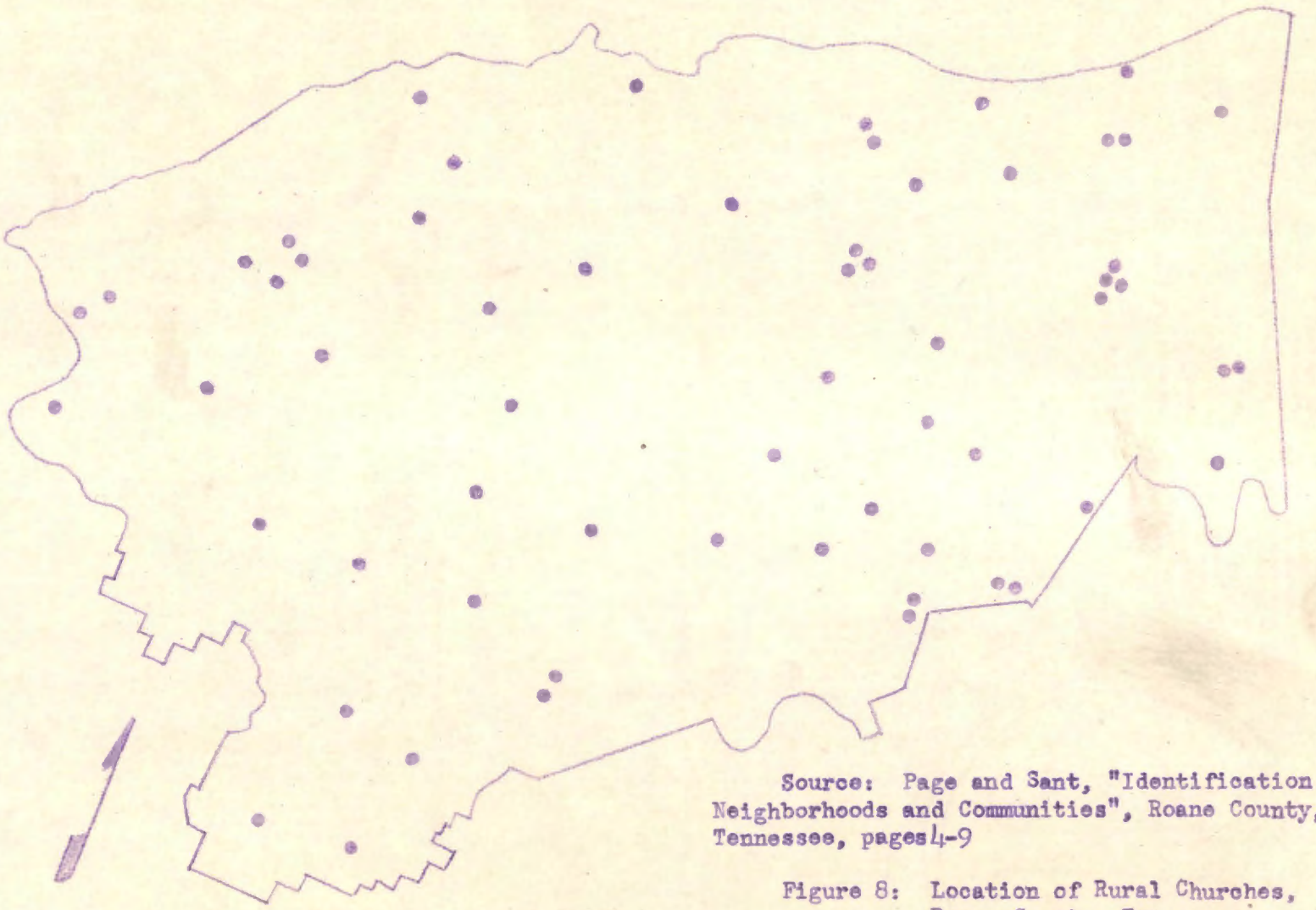
TABLE XXVI

DISTRIBUTION OF RURAL CHURCHES, BY DENOMINATIONS, ROANE COUNTY, TENNESSEE, 1941

Denominations	Number	Percent
Baptist	40	65.6
Methodist	13	21.3
Presbyterian	3	4.9
Christian	2	3.3
Other	3	4.9
Total	61	100.0

Source: Bureau of Agricultural Economics, "Identification of Neighborhoods and Communities, Roane County, Tennessee, 1941."

The rural churches are rather well distributed with only a few areas in the county where churches are separated by more than 10 or 12 miles as shown in Figure 8.



Source: Page and Sant, "Identification of Neighborhoods and Communities", Roane County, Tennessee, pages 4-9

Figure 8: Location of Rural Churches, Roane County, Tennessee

This distribution of churches affords an excellent opportunity for social contacts conducive to leadership, and it is probably here in these groups that many of the agricultural programs begin. Among the leaders interviewed, a reply in regard to church membership was "yes, I attend church here in the neighborhood regularly and take active part even though my membership is elsewhere" or "this is where I live and I believe the church is becoming the main factor holding the neighborhood together". This exemplifies the realization of position of the church in neighborhoods and the desire of people to cooperate for the welfare of the group.

Even though the people realize the importance of a church in a neighborhood, the church still encounters many difficulties and problems (Table XXVII).

TABLE XXVII

DIFFICULTIES MOST OFTEN ENCOUNTERED BY CHURCHES, ROANE COUNTY, TENNESSEE, 1942

Difficulties Encountered	Number	Percent
Less in enthusiasm	28	68.3
Conflicting interests	6	14.6
Cooperation non-existent	3	7.3
Personal inability felt by leader	2	4.9
Miscellaneous	2	4.9
Total	41	100.0

Source: Leadership Survey in Roane County, 1942.

Loss in enthusiasm which here includes such factors as lack of interest, indifference of group to church work, and lack of attendance, appears to be the greatest drawback to a successful church program. Together with conflicting groups, three-fourths of the difficulties encountered in church work are explained by the two factors, loss in enthusiasm and conflicting groups. Conflicting church groups generally appeared when a church of another doctrine was started, a different interpretation of the literature used, and even a political difference in one neighborhood was carried to the church.

When asked what attempts were made to overcome the difficulties, those interviewed replied with such as "stimulation by singings", "personal interviews", and others, foremost of which was an attempt to vary the church programs to create interest. By holding vacation Bible schools, bringing another preacher to the neighborhood occasionally, and even launching church beautification programs, leaders have sought to rebuild the spirit in the neighborhood churches. The success of these measures are questionable as the attendance of many of the churches is only 45.7 percent of the total membership.

Perhaps some of the difficulties encountered can be attributed to the aims of leaders. At the present time only 18 percent or slightly less than one-fifth had a definite program already planned as an aim for the group during the ensuing year. Included in the aims of the leaders were training schools, vacation Bible school, church beautification, and

in one neighborhood another church was to be constructed.

More than one-third of the church leaders had not considered any program for the year, while 40 percent expressed the desire to see their church expand, but did not have any plan in mind to accomplish this. These aims were only vague in the leaders' minds.

When asked what problems were most urgent in the churches at the present time, the problems were identical with those that leaders have encountered previously.

The main activities of these churches last year consisted of regular church services, in most instances two to four times per month. In 16 percent of the church groups Sunday schools were held. A few had young people's training. Even though not much was being done, the leaders were all willing to devote more time to church work.

Home Demonstration Clubs: Most of these 14 Home Demonstration Clubs were first organized many years ago, but several groups resumed activity rather recently. They are composed almost entirely of farm women. Club leaders expressed the opinion that 50 percent of the clubs were organized for the future welfare of the neighborhood. Nearly 30 percent of the reasons included the social aspect for the rural women as a part of the reasons for the organization.

In most instances the organizations in the neighborhoods were stimulated by Home Demonstration Agents or assistants. However, leaders that carry the work on now feel that it is quite valuable and unanimously agree that the sacrifice of time is not great as compared to the benefits derived.

Home Demonstration Clubs have difficulties that are similar to those in any other organization. The leaders' opinions were that more than one-third the difficulties can be traced to members who do not seem to care what happens to the work. Closely allied with indifference is the lack of interest and attendance which account for one-third the difficulties. These last two items mentioned may be over-rated as transportation sometimes becomes a problem for the rural women. The feeling of the leader that her training was inadequate stood out as a difficulty; however, it was probably not so important as indicated due to the small number of leaders interviewed. Also the lack of training may be more in the mind of the individual rather than a deficiency when compared to other leaders.

The problems facing the group were nearly synonymous with those difficulties. The problems of indifference, lack of interest, and small attendance cannot be associated with lack of aims of the leaders as a definite part of the club program is to outline the work for the year.

The difficulties encountered require a counter measure, but the results from the survey were not too satisfactory. "Talk up the programs," "just went ahead with the programs," and "schools have helped" are some of the suggestions given, but nothing really definite and effective has been developed. There seems to be considerable depedence on the professional leader.

The club activities will give some idea as to the aims of the group and accomplishments. Projects sponsored by the club were school lunches, traveling library, improvement in homes, and other things of general home economics value.

An important point to consider in neighborhood organizations is overlapping of activities and cooperative spirit existent between organizations. The Home Demonstration Clubs have been very cooperative with other phases of the agricultural program and other organizations working for the interest of the neighborhood. For example, cooperation with Parent Teachers' Association to raise money for school lunches and library, to cooperate with Watershed Area organizations in overall program planning, in preparing exhibits at fairs, and other county activities. The Home Demonstration Clubs probably overlap more activities with other groups than any other county organization.

Watershed Area Organization: The five Watershed Area organizations present a different background of organization than most other social groups. Spunsored by a governmental agency, with the county agent as leader, the local people became interested in the program of the organization and the possibilities offered. The organizations are increasing in number over the county, and the five clubs now in operation have a rather active membership.

Approximately equal in importance, the reasons for organizing the areas were:

1. Purchase and foster the use of lime and phosphate on the land.

2. Teach better farming practices.

3. Consider specific farm problems.

4. Future welfare of the neighborhood and community.

Although the programs are primarily of agricultural interest, the organizations in some areas have cooperated with the church and schools in carrying out programs of church beautification, school house and yard improvement projects, and in addition supplied some of recreation and social contact for farmers. About two-thirds of the programs sponsored the use of lime and phosphate last year, and other things beneficial to a farm program. It is the goal of the professional leaders that these groups will have a long time effect on agricultural improvement.

The aims of the groups for the coming year as voiced by leaders vary slightly from the original purposes in organizing. One group is to encourage dairying and planned to foster this through establishment of a milk route. Another group, recently organized, planned to follow the use of lime and phosphate as begun last year. Other groups were general in their aims by planning to try to develop further beneficial farm practices.

Probably attributable in part to the short period of organization, the most urgent problems before the groups are the same as the difficulties recognized by the leaders shown in Table XXVIII.

TABLE XXVIII

DIFFICULTIES ENCOUNTERED BY WATERSHED AREA ORGANIZATIONS, ROANE COUNTY, TENNESSEE, 1942

Difficulties Encountered	Number	Percent
Loss in enthusiasm	7	43.8
Personal inability felt by leader	4	25.0
Conflicting groups	2	12.5
Cooperation non-existent	1	6.2
Babied along	1	6.2
Insufficient funds to do what know to do	1	6.2
Total	16	100.0

With a program of current interest and benefit to the farmers it is surprising to note that nearly one-half of the difficulties are due to loss in enthusiasm. Under these circumstances lack of interest, attendance and indifference as evidenced by the loss in enthusiasm is difficult to explain, but is probably the opinion of the leader mainly. Of noticeable consequence is the spirit of cooperation among members indicating that the member will take part when it becomes a responsibility.

Little has been done to overcome these difficulties and problems. Attempts at interesting programs through use of pictures, new speakers, and other ideas are being tried; however, the value is not determined as yet nor does any seem to supplant the financial benefit of purchasing fertilizer as reduced prices.

4-H Clubs: The 4-H Clubs were started in Roane County as early as 1920, but in most cases have been interrupted and reorganized. Clubs were initiated by the County Agent, Home Demonstration Agent, and a few local interested persons who felt a need for the club in the different neighborhoods for the benefit of the boys and girls. Other reasons for organizing boys' and girls' 4-H clubs were:

1. Training for the girls.
2. Social activities for the youth.
3. Give the boys a chance.
4. Interest the boys in becoming self-supporting.

At the present time there are 16 girls' 4-H clubs in Roane County meeting regularly. The boys have not been quite so successful and have only a few clubs functioning; however, considerable interest is shown in the work and there could be a quick revival of a number of the clubs.

Membership of the boys' and girls' clubs is rather small as compared to potential membership, but a high percent of the enrolled membership attends meetings regularly.

As would be expected when a portion of the clubs are not functioning, considerable difficulties have been encountered in 4-H club work. A summary of the main difficulties is shown in Table XXIX.

The division of lack of cooperation is not confined to boys

and girls alone, but includes the parents also. Several leaders expressed themselves as finding it quite difficult to get parents to help the boys and girls to obtain the needed materials. This lack of cooperation was probably more detrimental to the program than any lack of cooperation shown by the boys and girls.

TABLE XXIX

DIFFICULTIES ENCOUNTERED IN 4-H CLUBS, ROANE COUNTY, TENNESSEE, 1942

Difficulties Encountered	Number	Percent
Loss in enthusiasm	5	35.7
Cooperation non-existent	5	35.7
Personal inability felt by leaders	3	21.4
Other	1	7.2
Total	14	100.0

Source: Leadership Survey in Roane County, 1942.

Loss in enthusiasm, a difficulty mentioned 35 percent of the times, is caused by indifference and lagging. This may possibly be attributed to parents also, or partly to the leader as in 21 percent of the cases the leaders do not feel capable.

The projects last year indicate rather lively interest with those clubs that meet regularly. The club aims expressed by leaders should overcome some difficulties, as a rather complete overall club program is planned for this year's work.

Attempts have been made to stimulate interest in club work by

competition at fairs and exhibits so boys and girls may realize the value of excellent work.

The problems of 4-H clubs are practically the same as the difficulties encountered except for the one factor of cooperation of parents. Leaders give this as one of the problems affecting 4-H clubs.

Miscellaneous Organizations and Community Leaders: In the previous chapter mention was made that there were present in Roane County a number of organizations not discussed individually, but covered by the discussion of a general leader. The organizations were Parent Teachers' Association, Farm Bureau, Singing Group, and Roane County Farm Mutual Insurance Company.

It might be well to mention here that the leaders indicate that most of these social groups were organized for a particular purpose, to solve a particular problem, for financial benefit, or social advantages.

In these groups, leaders encountered the same problems as were common to all social groups. Methods to create interest included membership canvass, and other personal and group efforts.

The group of community leaders have aims that are different from the aims for specific organizations. Most are on a larger area basis than those of specific group leaders as illustrated:

"Anything for the good of the settlement, church, or school".

"Improve the community in respect to agriculture".

"Establish a milk route which will help us for a long time".

Other similar quotations were given; however, the preponderance of replies were that not much was being done now in working toward aims, but in reality this type of leader may possibly be indirectly assisting in initiating a beneficial activity.

CHAPTER IV

RELATION OF EDUCATION, SOILS, TENANCY, AND OTHER FACTORS TO LEADERSHIP

Rating Neighborhood Leadership

The question constantly arises as to what relationship exists between leadership and other factors, such as education, soils, tenancy, urbanization, and accessibility.

An index of leadership response for each neighborhood was obtained by a questionnaire sent to persons who were well acquainted in the county, either by virtue of their employment or residence. The questionnaire contained a list of all neighborhoods in the county, and the following instructions for rating:

Good when there was a ready response to a program, and in which the local people tended to take the initiative themselves in carrying out a beneficial program.

Average when there was a noticeable response and when the people will carry out a program satisfactorily with some assistance.

Poor when nothing was done without the presence of a professional leader in the neighborhood.

After having several people rate leadership in neighborhoods as they had found them, an average of the replies was taken as an index of leadership. To establish the index from the average of these ratings of the neighborhoods, 1 was made the equivalent of good, 2 was the same as average, and 3 indicated poor. Since a given neighborhood was not always rated the same, the numerical average of the replies for that neighborhood gives a number used here as a leadership index. The lowest index number representing the most desirable leadership situation. The highest or best leadership rating on this index is 1 and the lowest or poorest is 3.

It is significant to note that only 6 percent, or 3 of the 50, white neighborhoods rated were given a rating of good with regard to the leadership response. These three were geographically located in three civil districts; however, two of them were in close proximity. This relatively small percentage of neighborhoods in the county in which people rely on themselves to a certain extent pushes to the front the fact that 94 percent of the county, or 47 of 50 white neighborhoods, require assistance of professional leaders.

Forty percent of the neighborhoods were rated average. These are fairly well distributed over the county, but are apparently characterized by being in the more accessible areas.

More than one half of the neighborhoods, 54 percent, were rated

poor. This group brings out a significant problem facing rural workers. For a professional leader to have 94 percent of the neighborhoods requiring assistance, and 54 percent of the total number of neighborhoods in which nothing is done without help, the need for developing voluntary leadership is evident.

Relation of Educational Level to Leadership

A leader referring to his neighborhood said, "Leadership is easier and more capably handled in communities where there are a large number of educated people". A characteristic that is usually apparent among well educated people is that they respond more quickly than do persons with less training. However, people in neighborhoods with lower educational levels require more skillful leadership.

There seemed to be an inherent difference in the manner in which neighborhoods have responded to professional and voluntary leadership. Some neighborhoods and communities seem to have had a number of organizations while others had none; some had a large number of voluntary leaders while in other neighborhoods, voluntary leadership was almost nonexistent.

Data were collected for the rural schools 16 to 20 years ago on four factors indicating educational attainment of pupils at that time.(1) The years 1923 to 1925 were used for a base in all cases where data was

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(1) Data were from teachers' annual reports filed in the county school library.

available inasmuch as it was considered that these would include years before the schools were affected by consolidation, thus at a time when nearly every neighborhood had its school and hence would give a picture of the neighborhood's educational level at that time.

Ratings were made on the basis of 3 years in order to eliminate annual fluctuations. Since in a few cases the school records were not complete for all years, it was necessary to use data for either the preceding or following year. Another reason for using these years is that people are probably the most active in community affairs 16 to 20 years after leaving school themselves. As shown in an earlier chapter, more than one-half the leaders now live in the same neighborhood as the parental residence; consequently, a rating of pupils in schools at that time should reflect present-day educational levels.

Four main points were chosen as indices of educational levels of neighborhoods, namely: the percent average attendance at school per pupil, age grade of pupils, age progress, and the percentage of students in the upper grades.

Using these data individually and collectively as a composite, the neighborhoods were divided into three groups: high, average, and low for each factor. The leadership response index was applied to each neighborhood in groups divided on the basis of relative educational levels. The averages thus obtained for the three groups were thought to be an indication of the relationship between educational level and leadership response if any.

The average attendance in the schools was found to be directly associated with leadership response as shown in Table XXX.

TABLE XXX

RELATIONSHIP OF AVERAGE SCHOOL ATTENDANCE AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Average Attendance per Pupil, 1923 - 1925 *		Leadership Response Index 1942 **
Rank of Neighborhood	Percent	
Highest third	87 - 94	2.05
Average third	82 - 86	2.33
Lowest third	64 - 81	2.65

* In a few cases where some data were missing 1922 or 1926 were used instead.

** 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

It will be noted that the leadership response was highest in the group where the percentage attendance in the school was highest. The neighborhoods with an average daily attendance of from 87 to 94 percent of the total days taught had a leadership index of 2.05 (1 = good and 3 = poor), while those with average attendance from 64 to 81 percent had leadership ratings averaging 2.65.

The age progress of students does not appear to be related closely to leadership response. The factor measured by age progress is the percent of students not advanced to as high in grade as they should

normally be for their number of years in school[2] (Table XXXI).

TABLE XXXI

RELATION OF AGE PROGRESS OF PUPILS AND THE LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Progress of Students in School, 1923-1925*		Leadership Response Index 1942 **
Rank of Neighborhood	Percent of Pupils Behind Grade	
High third	25 - 53	2.18
Average third	53 - 64	2.40
Low third	64 - 90	2.16

* Data for 1922 or 1926 used in a few cases where 1923-1925 data were incomplete.

** 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

The age of pupils with respect to their grade in school should give some indication of educational progress. It is assumed that where general educational levels are high there should be a minimum of over-age pupils for each grade.[3]

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(2) By age progress is meant the progress made by pupils for each year in school, e. g., a pupil in the first grade during his first year in school would be normal, or the 6th grade during his 6th year would be normal. Any deviation from annual promotions would be above or below "normal".

(3) Pupils 6 and 7 years of age in the first grade were considered "normal". Those older than this were considered over age. Annual promotions were considered normal.

TABLE XXXII

RELATION OF AGE GRADE OF PUPILS AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Age - Grade of Pupils, 1923 - 1925 *		Leadership Response Index 1942 **
Rank of Neighborhood	Percent of Pupils Over Age for Their Grades	
High third	33 - 56	2.33
Average third	56 - 68	2.22
Low third	68 - 76	2.66

* Data for 1922 or 1926 used in a few cases where 1923-1925 data were incomplete.

** 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

In neighborhoods where a high percentage of students were overage for their grades, the leadership response was lowest (Table XXXII). An interesting fact is that the group of average neighborhoods gave the best response to leadership, and which probably indicates that there is little or no relationship between age grade and leadership response.

When grouped on the basis of the percent of students in the upper grades, the results indicate a relationship with leadership response (Table XXXIII).

Neighborhoods with a high percentage of students in the upper two grades of the school gave the best leadership response, and similarly

those with average percent in upper grades gave an average response. The neighborhoods with few students in the upper grades rated low in leadership response. There is a relationship between the percent of students in the upper grades and the leadership response in the neighborhood.

As each of these factors described are individually only indicators of the educational level, then a combination of the factors will be more indicative of the educational level. The age-grade and

TABLE XXXIII

RELATION OF PERCENT OF PUPILS IN UPPER TWO GRADES AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Pupils in Upper Two Grades, 1923 - 1925 *		Leadership Response Index 1942 **
Rank of Neighborhoods	Percent	
High third	12 - 25	2.26
Average third	7 - 12	2.51
Low third	1 - 7	2.61

* Data for 1922 or 1926 used in a few cases where 1923-1925 data were incomplete.

** 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

age progress both measure practically the same thing so are combined into one factor measuring scholastic progress for the composite index. To make a composite index of educational level using the factors of

scholastic progress, attendance, and percentage of pupils in the upper grades, it was necessary to change the method of expressing the factors as they were originally given in percent. Each neighborhood was ranked with reference to its position to the other neighborhoods for each factor. Then each neighborhood's ranking was totaled for the 3 factors, and an array made for this total. From this array, the neighborhoods were grouped into high, average, and low (Table XXXIV).

TABLE XXXIV

RELATION OF COMPOSITE OF EDUCATIONAL FACTORS AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Composite of Educational Factors		Leadership Response Index 1942 *
Neighborhood Group	Rank	
High third	1 - 13	2.13
Average third	14 - 26	2.31
Low third	27 - 39	2.70

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

From the above table, it is apparent that a relationship exists between education and leadership. The neighborhoods with a high level give best response, 2.13 (2 = average, 3 = poor), and those the lowest educational level give poorest response to leadership (2.70).

Relation of Soils to Leadership

For some time the idea has been prevalent that leadership is associated with soil conditions. By this is meant that in the more fertile areas, neighborhoods along fertile river bottoms for example, the leadership response is expected to be greater than in neighborhoods of less fertile ridgeland.

It is not the purpose here to ascertain which is the cause and which the result, but to show the relationship between soils and leadership response as exists in Roane County.

For purposes of this study, the soils are divided into three groups as recognized in the general soils classification by the Tennessee Valley Authority and others.(4) The soil types based on the five classes usually used in soils classifications are so scattered in the county that a general grouping into three classes was thought to be more acceptable in obtaining the picture of soils and leadership relationship. This grouping is also used by various agencies in general soils work.

Class I soils as used here denotes areas dominated by soils thought to be suited to crops that require tillage. This class included 75,737 acres or 31.1 percent of the total acreage in the county before

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(4) Tennessee Agricultural Experiment Station, Tennessee Valley Authority, and the United States Bureau of Soils, Soil Survey of Roane County.

the construction of Watts Bar Dam; however, the reservoir did not affect the total acreage materially. Specifically Class I soil is the most fertile soil found, and is usually in river bottom, or on the first and second levels. This soil is well adapted to cultivated crops as corn, tobacco, vegetables, and other crops.

Class II soils denote areas dominated by soils thought to be suited to pasture. This is not to imply that none of this class of soil is not used for cultivated crops, but in the program of land use planning, the most practical use is in native pastures, hays, and other crops not requiring cultivation. This Class II soil is rather poor, and comprises 35,899 acres or 14.8 percent of the total acreage of the county.

Class III designates areas dominated by soils thought to be best suited only to forest. This class of soils is found mainly on the uplands and comprises 131,564 acres or 54.1 percent of the total acres of the county. It is low in fertility, shallow, and not adapted to profitable crop or pasture production.

The soils in Roane County based on the three soil types are distributed over the civil districts as shown in Figure 9.

In order to show the relationship between soils and leadership response, it is necessary to construct a soils index. The proportion of Classes I, II, or III soils in each neighborhood was carefully computed



Overlay for Showing Soils in Neighborhoods and Communities, Roane County, Tennessee

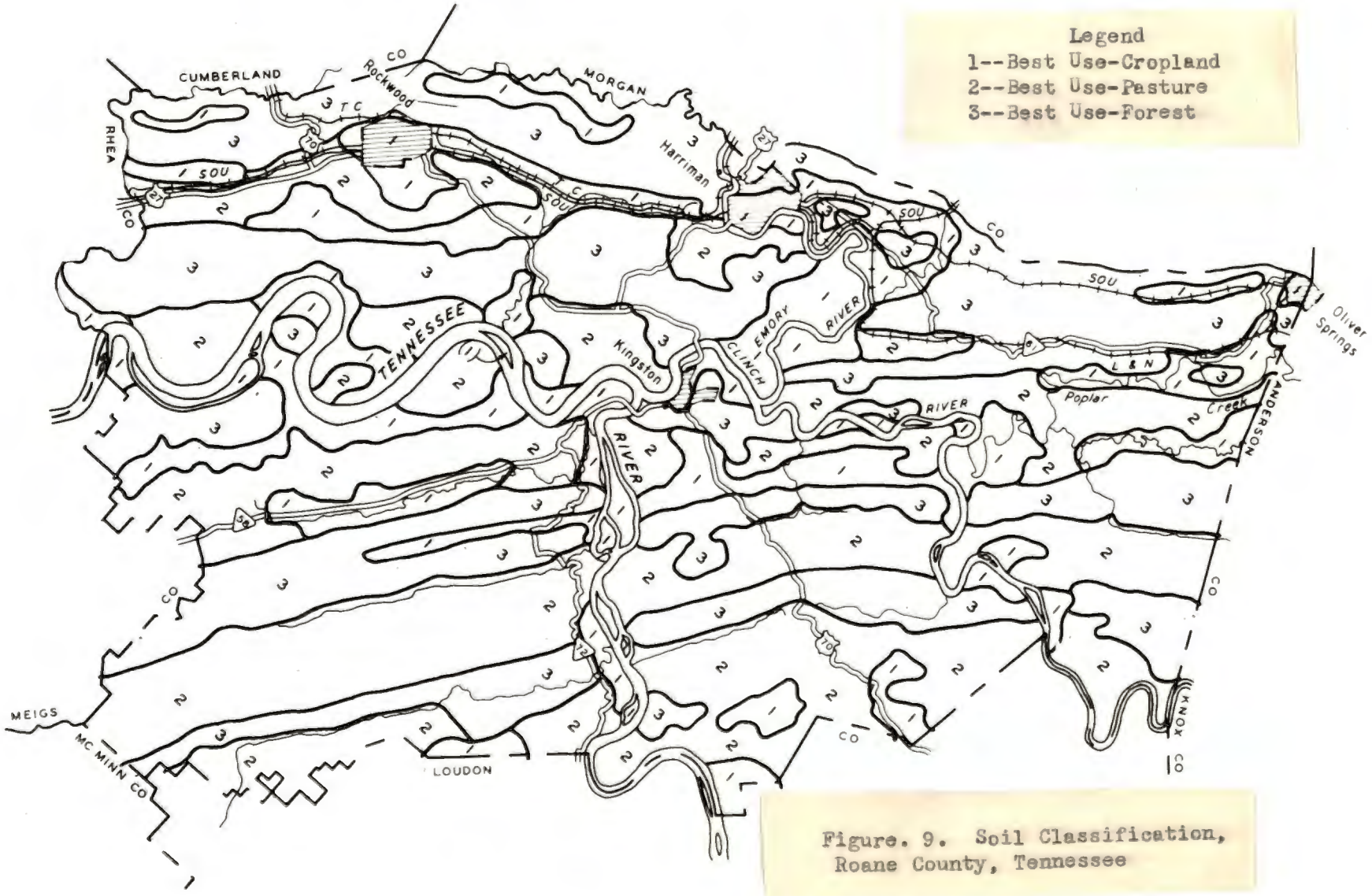


Figure. 9. Soil Classification, Roane County, Tennessee

from Figure 9 and a neighborhood delineation map.

A soils index was constructed for each neighborhood by using average, normal corn production yields, as estimated by the farmers for each land class in Roane County,(5) namely, Class I, 28.8 bushels per acre, Class II, 22.8 bushels per acre, and Class III, 16.4 bushels.

When the neighborhoods are put into groups, good, average, and poor, using the soils index and associating these groups with the leadership response index, the relationship shown in Table XXXV exists.

TABLE XXXV

RELATION OF SOILS AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Index of Soil Productivity		Leadership Response Index *
Rank of Neighborhoods	Estimated Normal Corn Yield per Acre (Bu.)	
Good	22 - 26	2.26
Average	20 - 22	2.35
Poor	16 - 20	2.58

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

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(5) Adapted from Allred, Bonser, Kerby, Milk, Rush, Factors Affecting Farm Earnings in Roane County, Agricultural Experiment Station, University of Tennessee, August, 1941, page 48.

Neighborhoods that have good soil as reflected in higher corn, yields, give the highest leadership response. Similarly, the poorer soils give the lowest response to leadership.

To this point, it has been shown that a relationship exists between the educational level and leadership response, and between soils and leadership response. The logical question that follows, are the educational level and soils in the neighborhoods related.

An analysis of all possible relationships between the soils and education level fails to show any significant relationship. Concluding from this that the best schools are not necessarily located on the best soils, or that the best leaders necessarily live on the best soil, but are just as likely to live on average (Class II or Class III) soils.

An example of soils and leadership response is shown in Roane County, if representatives are an indication of leadership. Thirty-three and nine-tenths percent of the agricultural representatives were on Class I soil, 39.8 percent on Class II, and 26.5 percent on Class III. From this it would appear that leaders chosen are on the best soils.

Farm Tenancy and Leadership Response

An expression sometimes heard runs something like this, "The place is being run down as the tenant does not take any interest in it. He knows he wont be there permanently". From any such expression a logical conclusion to make would be that in neighborhoods where tenancy is high,

little response to leadership should be expected. Similarly in neighborhoods where ownership is high, the leadership response should be significantly higher.

In the neighborhood identification study by Page and Sant,(6) an estimate was made of the percent of tenancy in each neighborhood. The range among neighborhoods was from as low as 7.5 percent to as high as 95.0. When the neighborhoods were divided into three groups and leadership response ratings per neighborhood were associated with each group, the following results were obtained (Table XXXVI). No

TABLE XXXVI

RELATIONSHIP BETWEEN FARM TENANCY AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Percent of Tenancy		Leadership Response Index *
Rank of Neighborhoods	Percent of Tenancy	
Low tenancy	7.5 - 22.5	2.36
Average tenancy	25.0 - 30.0	2.35
High tenancy	35.0 - 95.0	2.45

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

significant differences in leadership response is noted between neighborhoods with low percent of tenancy and those with a medium percent. Only where tenancy is extremely high is a relationship shown.

(6) Page, John S., and Sant, Paul T., "Identification of Neighborhoods and Communities, Roane County, Tennessee", U.S.D.A. - B.A.E. and Tennessee Agricultural Extension Service, February 1941 (mimeo.), page 11.

In Table XXXVII is shown the indication that on Class I soil the neighborhoods having the high tenancy showed a greater response to leadership than did the neighborhoods on the same class soil but with low tenancy. The same is true but to a lesser degree on poorer soils.

TABLE XXXVII

RELATION OF TENANCY AND LEADERSHIP RESPONSE BY SOIL CLASS, ROANE COUNTY, TENNESSEE, 1942

Extent of Tenancy in Neighborhoods	Leadership Response Index *		
	Class I Soil 22 - 26 Bu. Corn per Acre	Leadership Response on Class II Soil, 20-22 Bu. Corn per Acre	Leadership Response on Class III Soil, 18-20 Bu. Corn per Acre
High	2.08	2.24	2.57
Low	2.47	2.43	2.60

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

This finding is not in agreement with the common belief; however, it is thought to have some significance. The results may be affected by the size of the group which professional leaders contact, as the neighborhoods on Class I soil with high tenancy had 53.3 families per neighborhood, exceeded only by the number on Class II soils which had 59.6 families where the tenancy was high and 56.8 where the tenancy was low.

The next nearest number of families was 37.1 on Class I soil low tenancy.

The conclusion to be drawn from these tables and findings would be that as good leadership response can be expected in neighborhoods where tenancy is high as is found where ownership predominates.

Relation of Urbanization to Leadership Response

One measure of urbanization or industrialization is the number of non-farm activities of families residing in the neighborhood.(7) When non-farm activities, and leadership response are associated very little, if any, relationship appears to exist (Table XXXVIII).

TABLE XXXVIII

RELATION OF URBANIZATION AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Non-Farm Activities	Number Neighborhoods	Leadership Response Index * 1942
Few non-farm activities	29	2.37
Average non-farm activities	11	2.45
Many non-farm activities	10	2.45

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942

(7) Page and Sant, op. cit., for estimate of non-farm activities see page 11.

The neighborhoods that had few activities other than farm activities did not significantly differ in leadership response to neighborhoods with many non-farm activities. The conclusion to be drawn would be that the rural leadership response is not materially affected by urbanization.

Relation of Accessibility to Leadership Response

Do isolated neighborhoods give a different leadership response than those that are easily accessible? Studying the location of neighborhoods from the standpoint of inter and intra highways, the distance from trade centers, and topography, the neighborhoods were grouped into 3 classes as accessible and inaccessible, with the remainder as average where the class was doubtful.(8)

When these groups are related to the leadership response index, a relationship appears to exist between neighborhood accessibility and its response to leadership (Table XXXIX).

TABLE XXXIX

RELATION OF NEIGHBORHOOD ACCESSIBILITY AND LEADERSHIP RESPONSE, ROANE COUNTY, TENNESSEE, 1942

Accessibility of Neighborhoods	Leadership Response Index *
Easily accessible	2.28
Average accessibility	2.35
Least accessible	2.58

* 1 = Good, 2 = Average, 3 = Poor.

Source: Leadership Survey in Roane County, 1942.

(8) See Allred and McAlpin, Effect of Industrial Development on Rural Tennessee, Tennessee Agricultural Experiment Station, for procedure in measuring accessibility.

The most accessible neighborhoods rate higher in response to leadership. From this, the isolated neighborhood presents a problem.

The factor of accessibility and leadership response may also be associated with the rural urbanization. In neighborhoods where there is only a few non-farm activities, there can be at least two explanations. The farmers may be "good farmers" requiring the major part of their time, and they do not become interested in activities other than those related to the farm, or the neighborhood may be inaccessible which was shown to be related to the response to leadership. The weakness in these suppositions were that there was no way to objectively measure the agricultural activity to compare them with the non-agricultural as affecting the urbanization of rural people.

Changes in Leadership

Leadership is apparently undergoing a change in Roane County. In most cases, those interviewed found it impossible to specifically point out how leadership has changed, but tended to give the situation as it now exists.

From Table XL it is evident that rural people realize a change in professional leadership conditions during the past 10 or more years. It is just as significant that only 1 of 46 leaders interviewed feels

TABLE XL

ATTITUDES OF RURAL LEADERS IN REGARD TO PROFESSIONAL LEADERSHIP NOW AS COMPARED WITH 10 YEARS AGO, ROANE COUNTY, TENNESSEE, 1942

Change in Attitude	Number	Percent
Greater reliance	37	80.4
Less reliance	3	6.5
No difference	1	2.2
No opinion	5	10.9
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

no difference in the reliance on professional leaders, as the fact that 80 percent feel a greater reliance now than at previous periods.

Rural people probably recognize a greater reliance on professional leaders through agricultural activities than any other. The County Agents and Assistants, Home Demonstration Agents, AAA workers, and others have tended to initiate progressive programs which have been accepted by rural people as a part of the activities of the group.

The professional leadership supplied by the churches has not shown the immediate result as that of agricultural workers. This is true, not because churches have not trained professional leaders, but probably because the church has been long established and not shown much change in the past 10 years. The church organizations are too

numerous and membership so few that a professional leader cannot be employed by each church, and a larger grouping has not yet been attempted.

The schools have played an important role by teachers supplying the leadership for many activities, particularly for young people in the form of clubs, extension schools, etc.

The opinions given by persons interviewed relating to the question of dependence on professional leadership were more often implied rather than directly expressed. Some of the statements that carry implications were: "The County Agent just has too much to do to carry out the 4-H program. We need a full time field man." "I hope to see a full time church worker in this community, more will be accomplished." "We won't have any leaders in this community until they are educated or brought in." In each of these statements there seems to be the idea that a professional leader, church worker, agricultural agent, or school teacher, will indirectly affect the community. He will have more time to devote to promotion of improved program and "community" relations.

The leaders were either hesitant to express themselves as to the dependence now placed on local voluntary leadership or they have not recognized the complete picture in this regard. Slightly more than 50 percent thought that more dependence was now placed on local voluntary

leaders than previously; however, one fourth of the leaders expressed no opinion (Table XLI).

TABLE XLI

DEPENDENCE ON LOCAL VOLUNTARY LEADERS, NOW AS COMPARED WITH 10 YEARS AGO, ROANE COUNTY, TENNESSEE, 1942

Dependence on Local Voluntary Leader	Number of Replies	Percent
Greater dependence now	27	58.7
Less dependence now	3	6.5
No difference	3	6.5
No opinion	13	28.3
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

Probably one reason for the answers received to this question were the inability of leaders interviewed to separate professional leadership, and local voluntary leadership. These two need not necessarily be confused even though they are rather closely related. Professional leadership may supply the stimulus for activities, but local voluntary leaders are essential for the successful prosecution of a program. On this basis it is conceivable that there can be a greater dependence on both professional and local voluntary leadership.

However, local voluntary leadership functions in the neighborhood without regard to outside stimulii as evidenced by the statement

of a community leader, "anything for the good of the settlement, church, or school." This particular leader sponsored the erection of a new church building, was instrumental in the efforts to bring rural electrification to the neighborhood. Local voluntary leaders in two other neighborhoods were organizing 4-H clubs without direct assistance of county agent. These are cited as cases in which emphasis is placed on local voluntary leadership, and in the opinion of those leaders interviewed, is indicative of a greater dependence on local leaders.

The leaders interviewed were quite definite in their answers that the local leaders are more alert to the present-day needs of the neighborhood now than at any previous period (Table XLII).

TABLE XLII

AWARENESS OF PRESENT-DAY NEEDS BY LEADERS, NOW AS COMPARED WITH 10 YEARS AGO, ROANE COUNTY, TENNESSEE, 1942

Alertness of Leaders	Number of Replies	Percent
More alert to needs now	40	86.9
Less alert	5	10.9
No difference	1	2.2
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

Eighty-six percent of the leaders interviewed felt that the local leaders are more awake to present-day needs as shown in statements as,

"We have just waked up to the fact that we are going to have to farm these hillsides. Our other land is worn out", or another reply, "A milk route is what we need in this area". A church leader feels a vacation Bible school would be helpful in his neighborhood, and other replies were given to indicate the progressive spirit of many local leaders.

The reader may want to say these are examples of professional stimulation, but regardless of the classification, there is the element of local alertness to evaluate the programs as being beneficial.

The leaders interviewed were asked to classify local leadership in their neighborhood as to three suggested types: namely, advisory, promotional, or representational.

The results were below expectation; however, the answer received were in some instances given in the conversation with the leader before the question was asked. Eleven leaders interviewed felt their strongest local leaders were those that were actually promoting some activity in the neighborhood, whether school, church, or agricultural.

CHAPTER V

COMPARISON OF LEADERSHIP BY ADMINISTRATIVE AREAS AND NATURAL COMMUNITIES

Neighborhoods, Communities, and Trade Areas

This chapter deals with the organizational structure in the open country areas of Roane County. It is concerned primarily with picturing the pattern of existing organizations as they apply in specific areas, comparing these with neighborhood groups and with community groups with respect to identity of families served and finally to secure some idea of the completeness that county programs are representing all parts of the county.

The Bureau of Agricultural Economics and the Tennessee Agricultural Extension Service studied the social structure earlier in the year and plotted the location of each neighborhood and community. on a large scale county map.(1)

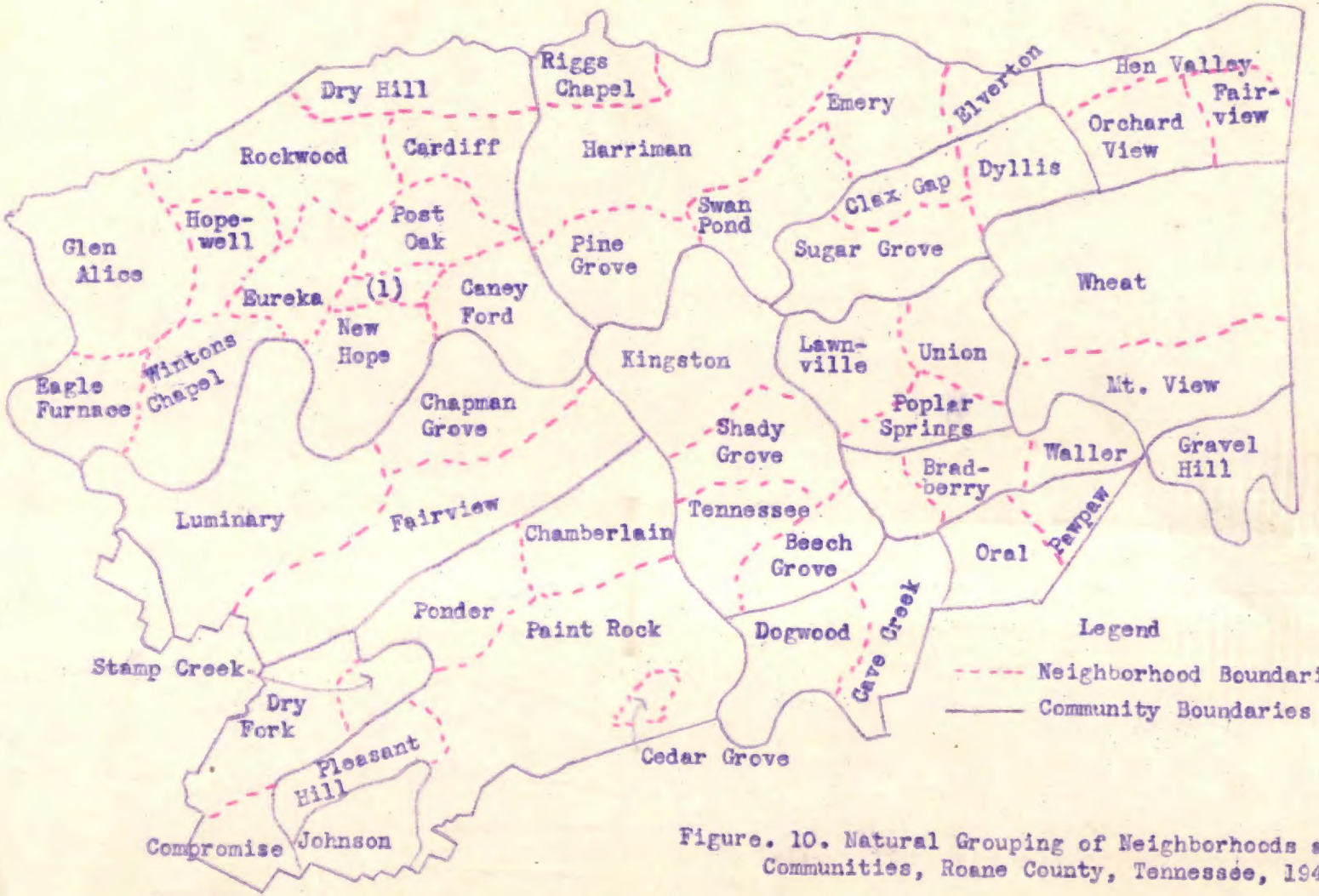
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(1) Page, John S., and Sant, Paul T., "Identification of Neighborhoods and Communities, Roane County, Tennessee", U.S.D.A.-B.A.E. and Tennessee Agricultural Extension Service, February 1941 (mimeographed).

A neighborhood was described as a "small group of farm families whose houses are close together. Ordinarily the families in a neighborhood are centered around a country store, a country school, or a church. Working relationships usually are on a direct personal basis in which day-by-day contact is possible". The geographic location of neighborhoods was plotted by asking well acquainted residents its name, what areas on a map would enclose the families who considered themselves as belonging to the neighborhood, and what were the kinds and nature of existing institutions. Neighborhoods as plotted by this procedure are the result of natural growth and environmental adaptation. They constitute "natural groupings" reflected in the attitudes of the people, and evidenced by the feeling of belonging to definite groups whose members live within particular areas.

People in these neighborhoods expressed associations of different natures and degrees of intensity with residents of other neighborhoods or in some cases with larger population centers. Thus there existed a clustering of neighborhoods into larger groupings termed communities (Figure 10).

There were 52 white and 2 negro rural neighborhoods identified. Three of the white neighborhoods were parts of communities in adjacent counties. The remaining 5 neighborhoods grouped themselves into 14 communities.



(1) Johnnie Hollow

Figure. 10. Natural Grouping of Neighborhoods and Communities, Roane County, Tennessee, 1942

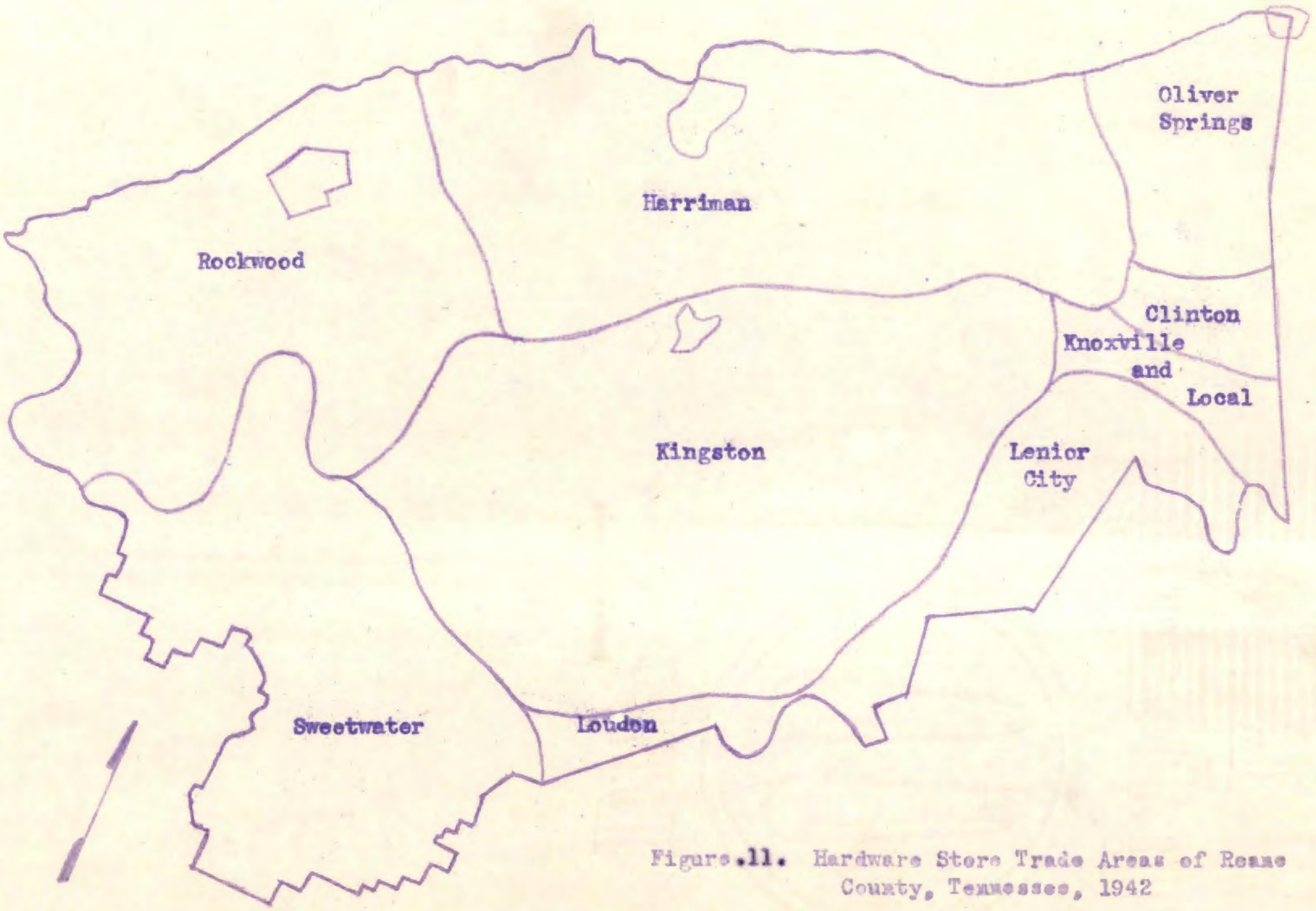


Figure 11. Hardware Store Trade Areas of Roane County, Tennessee, 1942

No stereotyped, uniform pattern exists by which one can describe these communities. A glance at Figure 11 shows that the Rockwood and Harriman communities are similar in area to the trade areas served by these two towns. In a large measure these two communities resemble the town country or rurban community described by Galpin.(2) Other communities, however, are less influenced by town trade centers and are either village centered or open country communities.

Agricultural Organization

Administrative Areas: (1) Agricultural Adjustment Administration: County administration of the AAA program for the coming years illustrates very well a sensible application of knowledge of the areas in the county within which groups of families function, each as a social unit to organize a county program so that people might cooperate with least effort.

As long as there appeared to be no limit on travel, the program was administered on a county wide basis using only 4 administrative areas mainly as a basis for selecting committeemen and supervisers. Incidentally these were on a civil district basis except for civil districts 1 and 5 being combined into one AAA district (Figure 12).

The 1942 program, however, recognizes that automobile travel

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(2) Galpin, C. J., "Rural Life", Chapter 4.

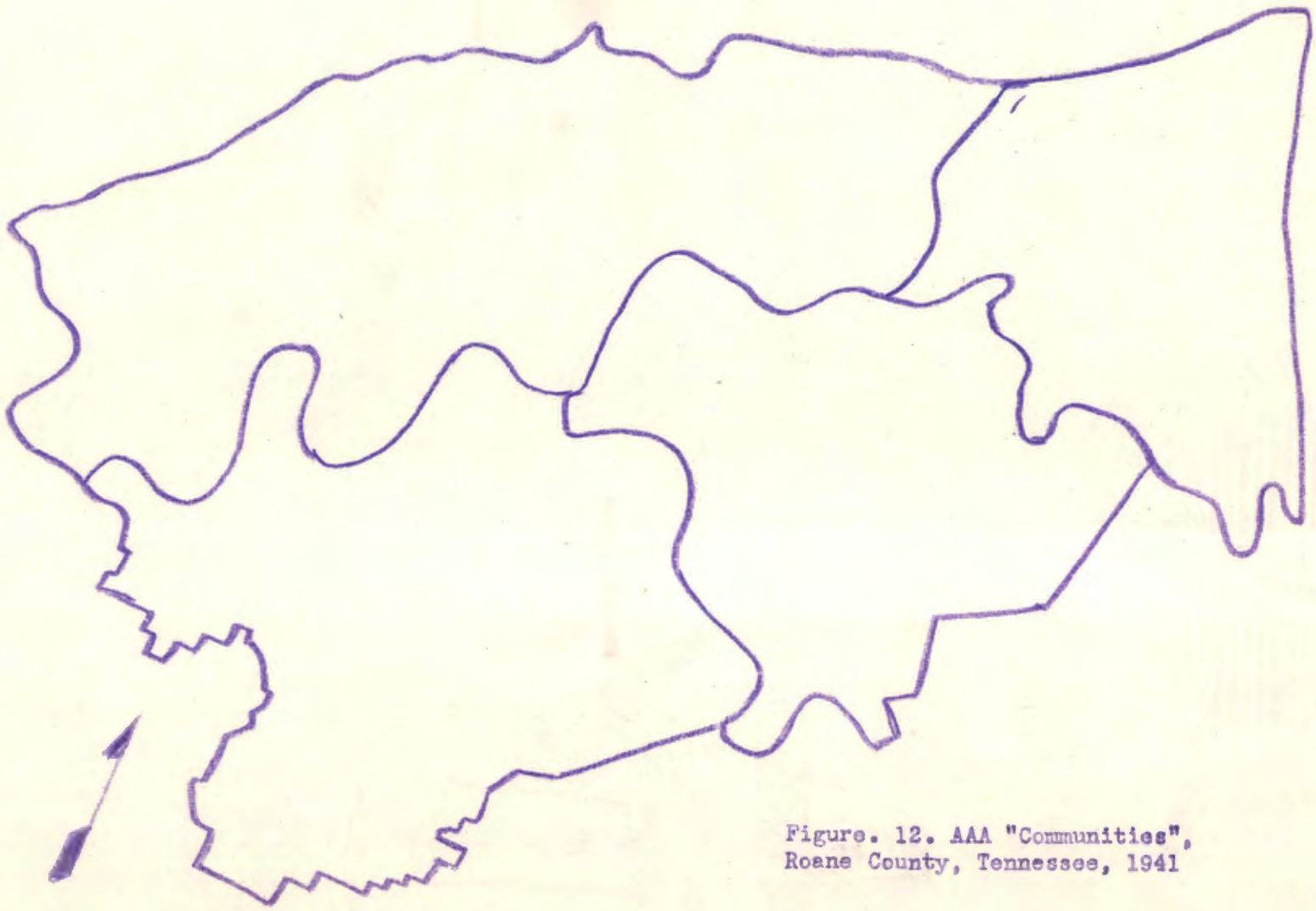


Figure. 12. AAA "Communities",
Roane County, Tennessee, 1941



Figure 13. AAA "Communities", Roane County, Tennessee, 1942

must be curtailed; consequently, administrative units are smaller and more responsibility placed on local people. Here was an organization with a program attempting to reach each farmer with the least traveling. Its first job was to consider what groups of farmers were used to coming together to church, store, and otherwise.

Since neighborhoods in the county varied in size from 9 to 350 families, it was impossible to use neighborhoods entirely as administrative units. The next logical step would be to use units of several neighborhoods which combine to form natural communities. However, a few of these communities are not entirely within the county. Several neighborhoods are closely associated with others in adjacent counties; consequently, these communities lie within more than one county. A glance at Figure 13 shows the "communities" as used for administering the 1942 AAA programs. In three cases (Dyllis, Beech Grove, and Pleasant Hill), neighborhoods were assigned to "communities" other than where their closest associations apparently were. This appears to have been necessary in order to have adequate size (both in area and number of farms) in each "community". Incidentally, in each of these instances, the "community" to which the neighborhoods in question was assigned lay adjacent to the county line and probably had some neighborhoods lying in the adjoining county. It seems evident that permission to cross county lines in some cases would enable still more efficient administration of county programs. Slight revision of county boundaries would permit the same end if it were politically expedient.

(2) Victory Committees: The Agricultural Extension Service in this state reorganized its county set up in order to adjust to war demands. The reorganization was necessary to reduce travel by both Extension Service representatives and farmers, while at the same time increase agricultural production, especially of some critical products.

As part of this reorganization, Victory Committees were set up in each county on a community basis. There were 23 such committees set up in Roane County. Obviously the town-country communities of Rockwood and Harriman, and probably a few others, were too large to function under a single committee. It was therefore necessary that some variations exist between sociological communities or natural groupings, and the "communities" within which the Victory Committees functioned.

As shown in Figure 14, the Victory Committee serving Wheat embraces the same families as the Wheat Community as recognized by the people themselves, plus those families living in the Gravel Hill neighborhood. In other areas of the county, however, there seems to be little or no relationship between the "communities" served by Victory Committees and sociological communities, or even neighborhoods. The families of Cardiff living midway between Harriman and Rockwood in the valley are grouped under a Victory Committee with a few families each in the Riggs Chapel and Dry Hill neighborhoods on the Plateau. Accessibility from Cardiff to Riggs Chapel is only by a devious route through South Harriman, while the only road to Dry Hill is through Rockwood.



Figure. 14. Victory Committee "Communities",
Roane County, Tennessee, 1942

The road between Dry Hill and Riggs Chapel was impassable at the time of this study.

The Sugar Grove neighborhood with approximately 45 families serves as one Victory "community" while Clax Gap and Dyllis (neighborhoods rather closely associated with Sugar Grove) are each aligned in other separate Victory "communities". Whereas the neighborhoods tended to group themselves naturally into elongated communities following the valleys, the Victory committees serve areas more compact in shape, but with more ridges separating the families.

(3) Farm Security Administration Areas: The Farm Security Administration presents a somewhat different problem due to the type of program it has to handle. Other than the exceptional group meeting at some client's home, the Farm Security Administration deals directly with individual farmers. For this reason only four divisions are used as is shown in Figure 15.

The representatives needed in the administration of this work serve on four committees, namely: Farm Debt Adjustment, Advisory, Rural Rehabilitation, and Tenant Purchase committees. The membership of these committees is located in the area where the borrowers are most heavily concentrated.

(4) Home Demonstration and 4-H Girls' Clubs: Figures 16 and 17 show the areas covered by the Extension Service through the Home Demonstration Agent in Home Demonstration and Girls' 4-H Clubs. A lack of sufficient personnel is a factor that prevents extensive organization work by the Home Demonstration Agent.

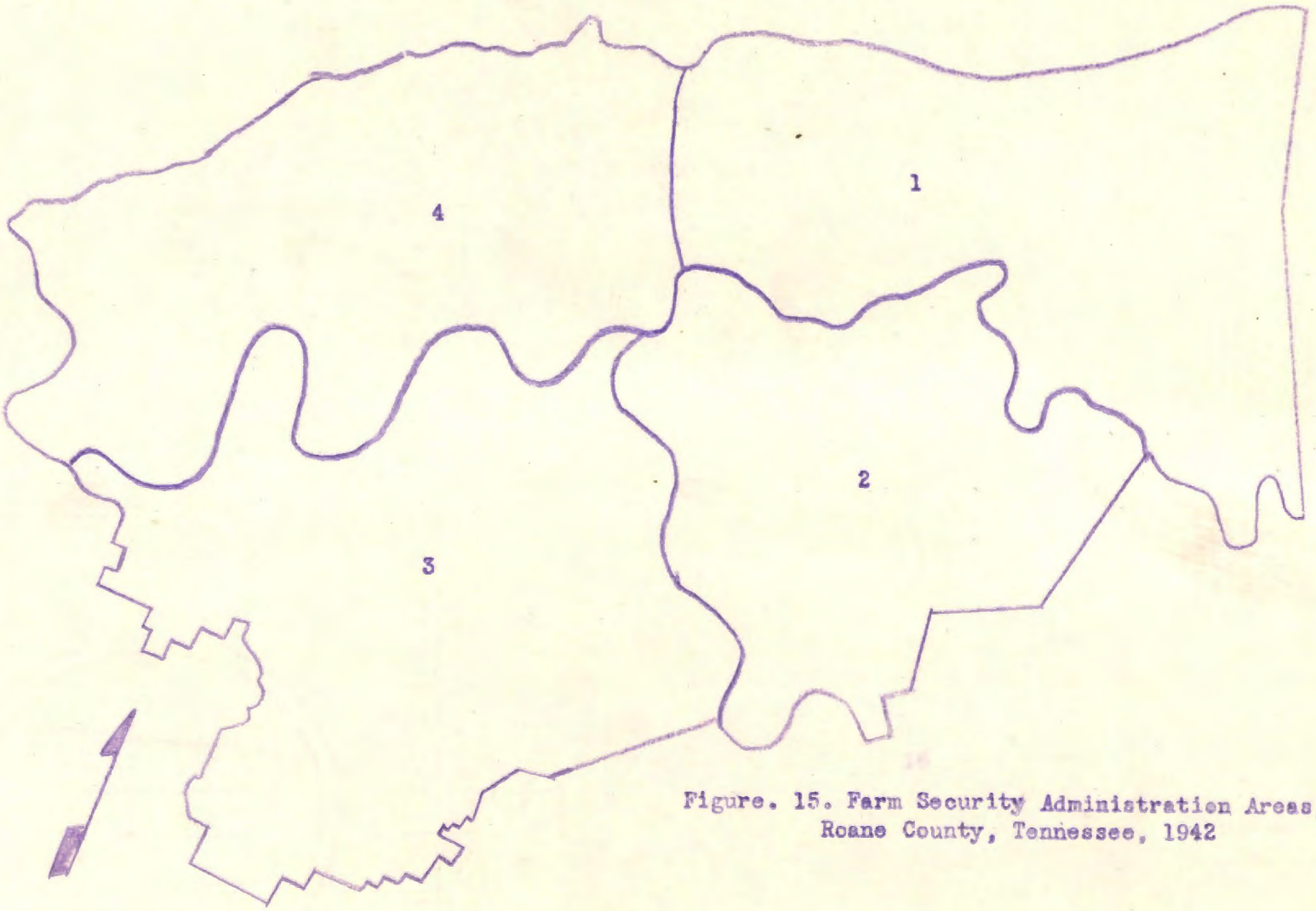


Figure. 15. Farm Security Administration Areas,
Roane County, Tennessee, 1942



Figure 16. Home Demonstration Club Areas, Roane County, Tennessee, 1942

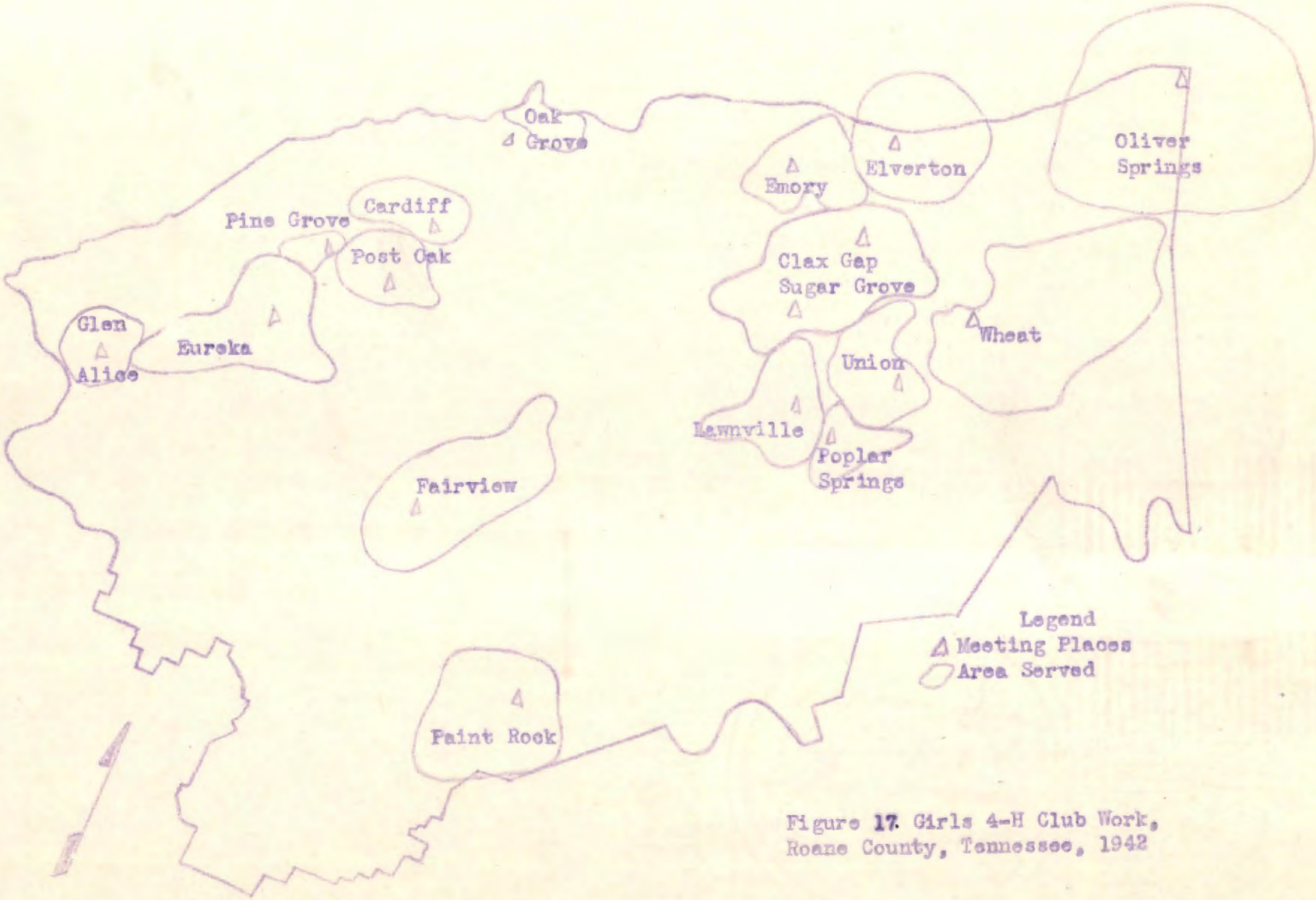


Figure 17 Girls 4-H Club Work, Roane County, Tennessee, 1942

Even with this difficulty the women's extension work is rather well distributed although it does not cover a large area in the county. The clubs tend to be neighborhood groups even to the extent that some areas extend into the adjoining counties. The membership of these clubs also tends to be composed of families clustered at or near the most accessible point in the neighborhood, if the entire neighborhood is not included.

This affords an excellent example of the need for voluntary leaders to assist the professional leader in the county.

(5) Watershed Areas: The Watershed Areas, organized to assist farmers in various ways, began with one small area in 1936 and has gradually grown until five areas are now included (Figure 18). Since considerable cooperation is required in this work, it is natural that the areas should be formed each within a separate neighborhood. Only further development can determine whether these Watershed projects shall continue to be handled on neighborhood bases.

It is the goal of the county agent to organize thirteen more such areas spread over the county to assist farmers in the purchase of fertilizers, assist in soil erosion control, and other beneficial practices.

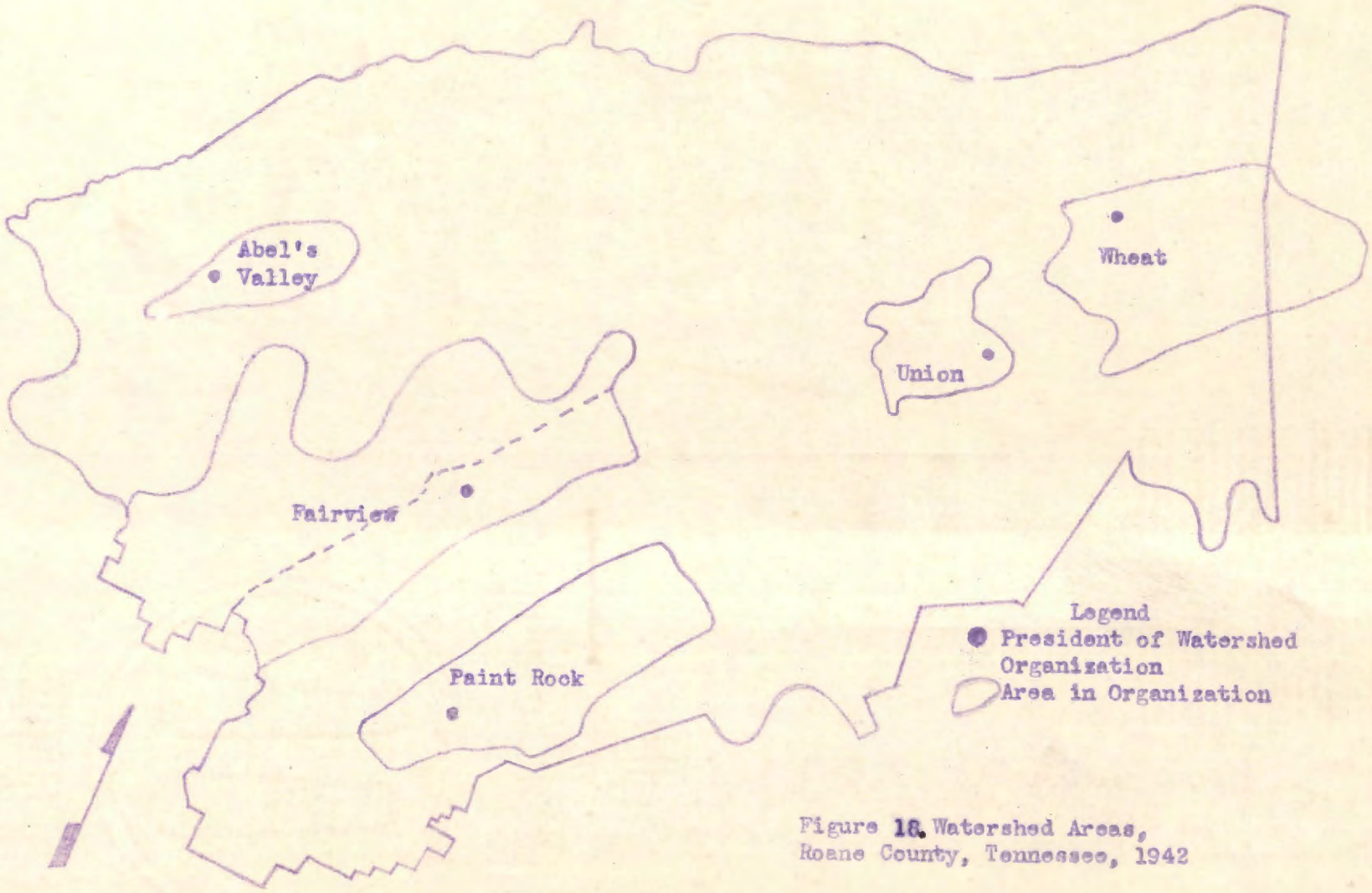


Figure 18. Watershed Areas, Roane County, Tennessee, 1942

Farmer Participation or Representation: (1) Test Demonstration Farmers: Of the 122 unit test demonstration farms set up by the Tennessee Agricultural Extension Service in cooperation with the Tennessee Valley Authority to demonstrate the values of proper fertilizer, tillage, and other farm practices, there were 14 neighborhoods in which no such farm has yet existed. There were an additional 10 neighborhoods which had at one time one demonstration farm each. The highest concentration of these farms was 20 in the Wheat neighborhood which represented about one to each 8 families.(3) At the present time there are 31 of the 54 neighborhoods which have one or more farms. Approximately one-fourth of the present demonstration farms are in the Wheat neighborhood.

There were fewer unit test demonstration farms in neighborhoods near the outer fringe of the county (Figure 19). This was especially true at the western edge.

Another tendency was for the better educated neighborhoods to have a greater proportionate number of demonstration farms.

There were 40 white neighborhoods for which data was available for rating on the basis of educational level.(4) Seven of these were high in non-farm activities, but the remaining 31 were predominantly

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(3) Page and Sant, op. cit. This report estimates 164 families in the Wheat neighborhood.

(4) Neighborhoods were rated on the basis of average attendance, age-grade of pupils, and proportion of pupils in the upper grades. See page 91.

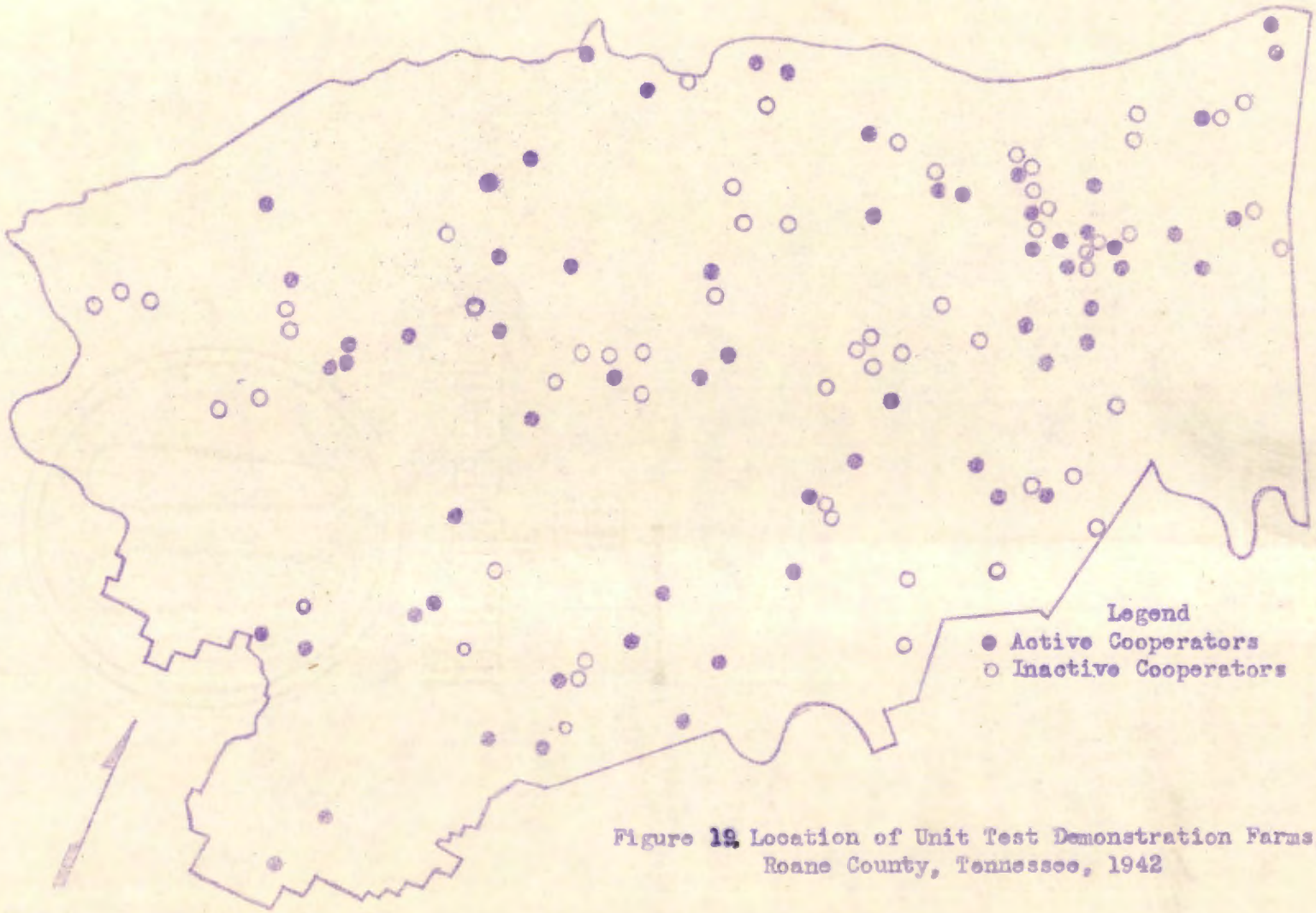


Figure 19. Location of Unit Test Demonstration Farms, Roane County, Tennessee, 1942

farming communities.(5) The 10 neighborhoods rating highest in educational levels had 4.1 unit test demonstration farms per 100 families; those average in educational levels, 2.2 unit test farms; and the low group, 1.2 unit test farms per 100 families (Table XLIII). Of the total number of unit test demonstration farms established, a greater proportion were still active in 1941 in the best educated neighborhoods. Whereas 56 percent survived in the best educated neighborhoods, only 42 percent survived in neighborhoods in the lowest educational ratings.

TABLE XLIII

UNIT TEST DEMONSTRATION FARMS BY NEIGHBORHOODS GROUPED BY EDUCATIONAL LEVELS, 31 NEIGHBORHOODS, ROANE COUNTY, TENNESSEE, 1942

Items	General Educational Rating of Neighborhoods		
	Good	Average	Poor
Number of neighborhoods	10	11	10
Number of families	466	402	414
Total number of Unit Test Demonstration farms set up per 100 families	7.7	4.7	2.9
Number of active Unit Test Demonstration farms in 1941 per 100 families	4.1	2.2	1.2
Number of active Unit Test Demonstration farms per neighborhood (1941)	2.0	.8	.5

(5) Page and Sant, op. cit., page 11.

(2) AAA Committeemen: Under the 1941 organization, the Agricultural Adjustment Administration with its four administrative areas or "communities", there were 3 committeemen and 2 alternates in each "community" in addition to 3 county committeemen and 2 alternates. County committeemen were selected from different communities (Figure 20). In superimposing the neighborhood map on top of the map showing location of AAA representatives in 1941, it is evident that 11 of the 25 total committeemen and alternates are from the two neighborhoods of Wheat and Paint Rock. The combined remaining 52 neighborhoods furnishes only 14 of the representatives. It is apparent that unless great care is exercised in securing these representatives they may not be in a position to accurately represent the families they are supposed to.

Unfortunately the 1942 Committeemen were not yet selected at the time of this study. There will, however, of necessity be more equal representation inasmuch as was pointed out earlier, the "communities" were redistributed, making more and smaller communities that conform more closely to natural neighborhood and community areas.(6)

(3) Victory Committeemen: There were 3 committeemen appointed for each of the 23 Victory "communities" making 69 in all (Figure 21). Theoretically with this number of "communities" each with 3 committeemen, the county should be rather evenly served. There does, however, arise the difficulty of securing the best person in all cases.

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(6) The 1942 AAA "communities" are shown in Figure 3.



Figure 20. AAA "Communities" and Committeemen, Roane County, Tennessee, 1941

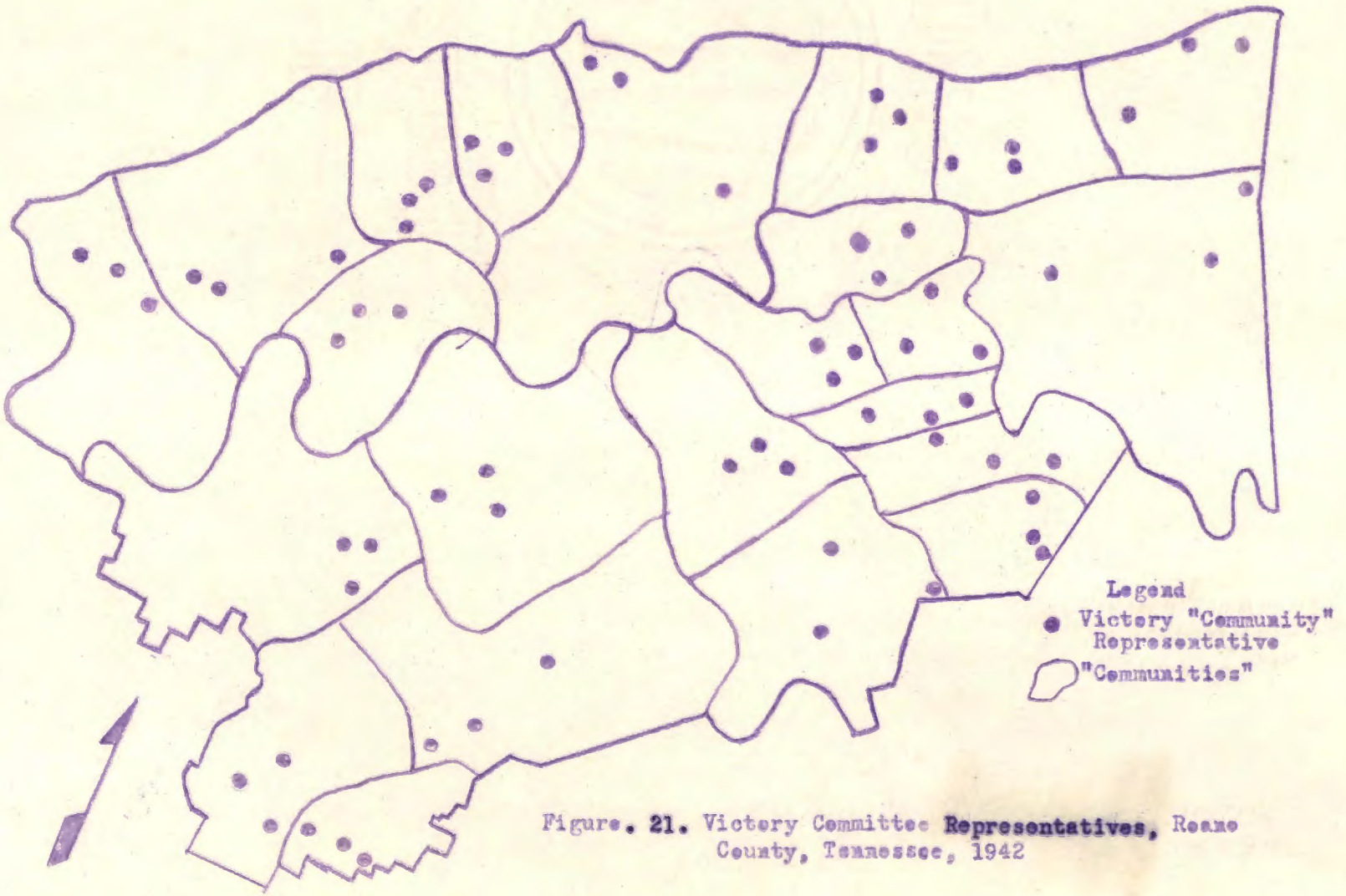


Figure. 21. Victory Committee Representatives, Roane County, Tennessee, 1942

When superimposing a neighborhood map onto the one showing the Victory Committeemen, it is shown that one neighborhood which is split along with some others into two "communities" now has 6 committeemen. In 11 other cases, there are 3 committeemen each. Thus there are 39 committeemen now residing within 12 neighborhoods while the remaining 42 neighborhoods have a total of 30 committeemen. Of the 42 neighborhoods, there are 19 that have no committeemen living within the boundaries.

It looks as though low levels of development in some neighborhoods is responsible for some of this distribution inasmuch as 70 percent of the neighborhoods with no committeemen were rated as poor while only 33 percent of those with 3 or more committeemen rated poor.(7)

(4) County Agricultural Planning Committeemen: Securing adequate representation on a county program planning committee and at the same time keeping the committees small enough for effective discussion is a difficult task. Obviously a committee of 54 members (one for each neighborhood) would be rather large for planning.

It has also been pointed out that neighborhoods vary in the kind and amount of leadership available. They also vary in the degree of neighboring, cohesiveness and integration, as well as the outstanding problems. Characteristics of leaders were presented earlier; it remains here to consider a few additional points in program planning leaders; namely, where should they come from and whom should they represent?

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(7) See Chapter IV for discussion ratings of neighborhoods with respect to leadership.

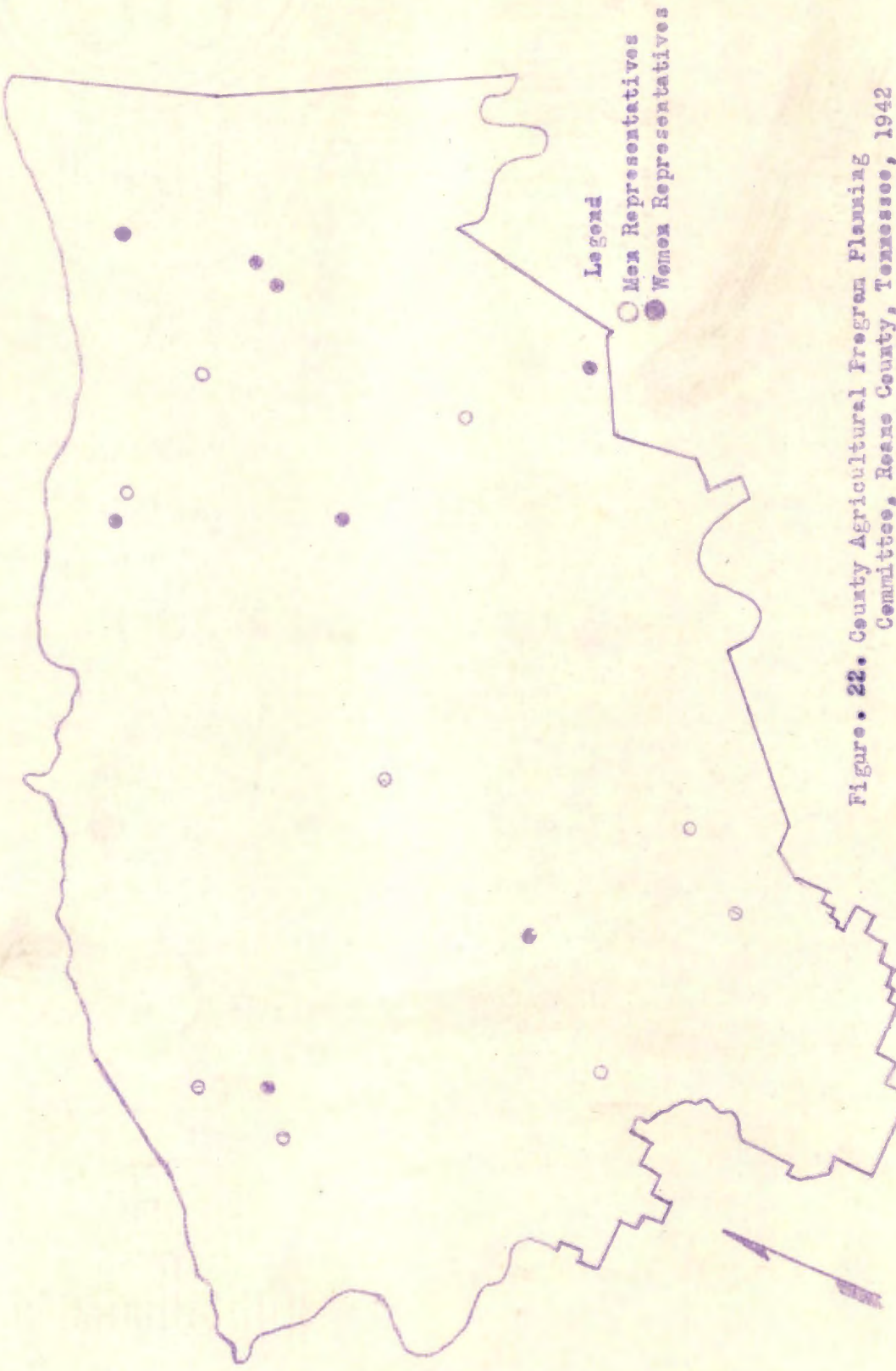


Figure. 22. County Agricultural Program Planning Committee, Roane County, Tennessee, 1942

Obviously it is desirable to have them as close as possible to the people whom they represent, both geographically and psychologically.

A study in Kentucky pointed out that the ideal would be strong leaders representing well integrated, closely knit neighborhoods.(8) The study points out that where neighborhoods are weak and leadership poor a committeeman whose farm is typical of those in the neighborhood could probably best represent their interests.

It looks as though some improvement might be made in the planning committee, which is already doing a fine job, if the number of committees were increased to the number of natural communities and varied in membership with the size of the community; e.g., the large Rockwood community might have its full complement of 3 members or possibly more, while a small community such as Oral-Pawpaw would have fewer members (Figure 22).

(5) Farm Security Committeemen: The Farm Security Administration is set up with 4 functional committees of 3 members each (Figure 23). Essentially the duties of each committee is as follows:

> Advisory Committee - Review applications for Farm Security loans, or grants, and advises the county supervisor whether or not to accept an applicant. This function is based on personal knowledge about the applicant in regard to ability, industry, etc.
>
> Farm Debt Adjustment Committee - Review cases for debt adjustments before making a loan, and appraisal of property. To help amortize debts.

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(8) Beers, Howard W., Williams, Robin M., Page, John S., Ensminger, Douglas, Community Land-Use Planning Committees: Organization, Leadership, and Attitudes, Garrard County, Kentucky, 1939, Kentucky Agricultural Experiment Station, Lexington, 1941, Bulletin 417.

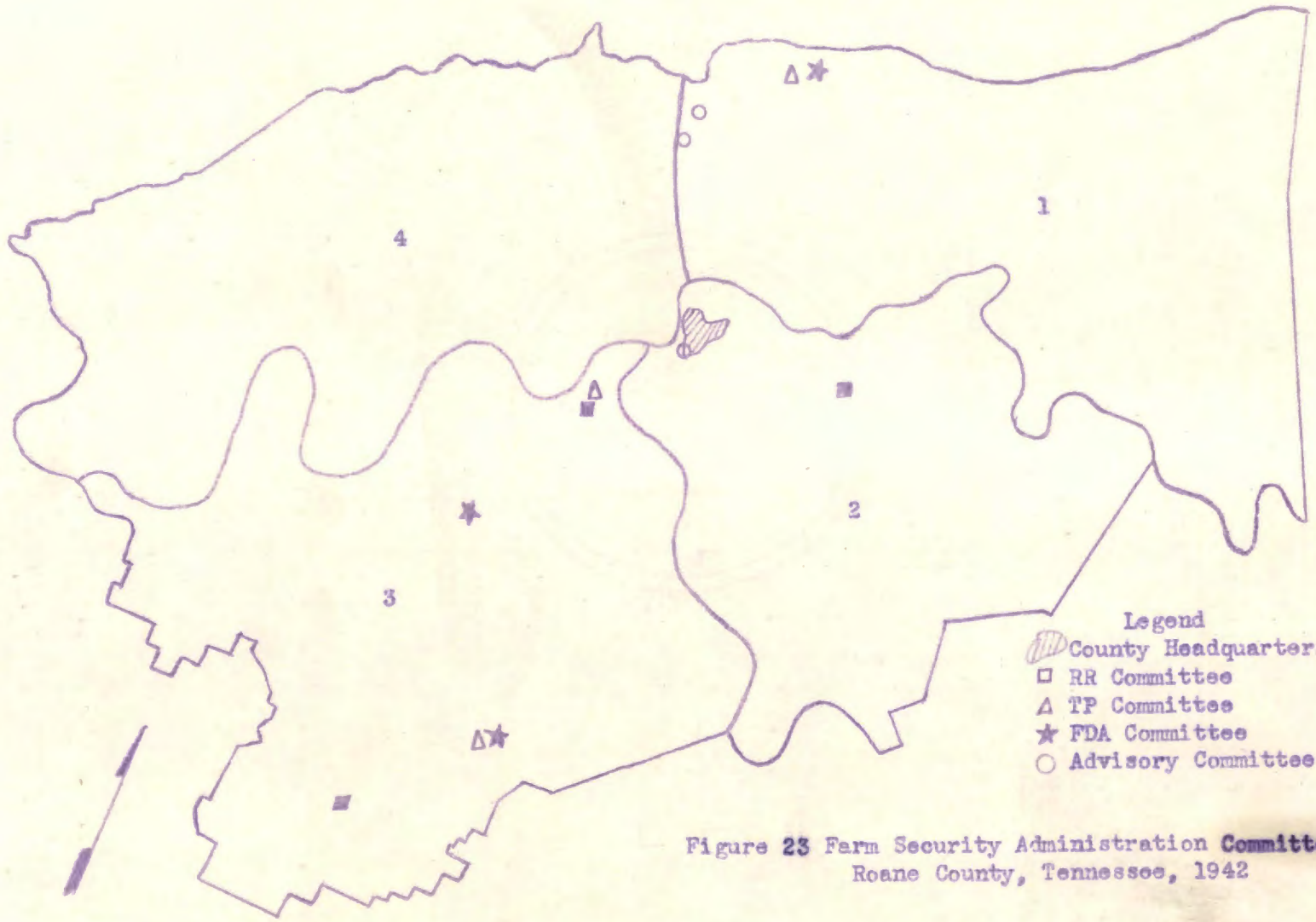


Figure 23 Farm Security Administration Committeemen, Roane County, Tennessee, 1942

Rural Rehabilitation Committee - Gives acceptance or rejection of client for a rural rehabilitation loan.

Tenant Purchase Committee - Decides which applicants shall receive loans on basis of character, ability, and farming experience. This committee has more detailed work to do than the advisory committee as this loan is for a long period of time.

Inasmuch as the duties of each committeeman are specialized, the fitness of the individual may be more important thatn the neighborhood or community group among whom he lives. This also explains to a certain extent why the committeemen are located where the concentration of borrowers is heaviest. To perform their duties efficiently, the committeemen must personally know the applicant.

(6) Land Rental and Soil Erosion Association Representatives: In purchasing land near the rivers for the Watts Bar reservoir there frequently were tracts of lands purchased above the lake level where remaining portions of farms were too small for the farmer to operate alone. In order to administer this land so as to keep it productive, a land rental committee was set up to appraise these small tracts and set a rental value, and to assist in determining who should rent the land. This committee consisted of 12 members located 3 in each of civil districts 1 and 5 together, 2, 3, and 4, as shown in Figure 24.

The Soil Erosion Committee functions as the executive committee for land rental work formulating the overall plans for the county.

(7) Total of Farmer Representation: For administration of the agricultural program in Roane County, 16 committees have been formed to assist the professional leaders. Not all the 16 committees are functioning all the time but are constantly changing; that is, some may be

just beginning on the work for which they were organized, while others that have served their usefulness are to be supplanted by others needed.

The largest single committee membership is that of the recently organized Victory Committees with a total of 69 members. This group accounts for 44 percent, or nearly one-half of the agricultural representative positions in the county. The AAA Community Committeemen are second in importance with 13 percent, the program planning third with 11 percent of the positions, and land rental group fourth.

If representation is based on the neighborhoods areas as established by the people themselves, 37 of the 52 white neighborhoods, or more than one-half, have representatives in one or more of the agricultural programs as shown in Table XLIV.

Not all neighborhoods are equally represented. One-third of the representatives are included in 5 neighborhoods; however, these 5 neighborhoods are widely distributed (Figure 25). The positions per neighborhood follows the same trend as the distribution of representatives themselves.

The community representation is somewhat different to that of the neighborhoods as with only one exception (Gravel Hill) each of the 14 communities has agricultural committee representation. Three communities include more than one-third of the representatives and also a like number of the representative positions. This probably is not

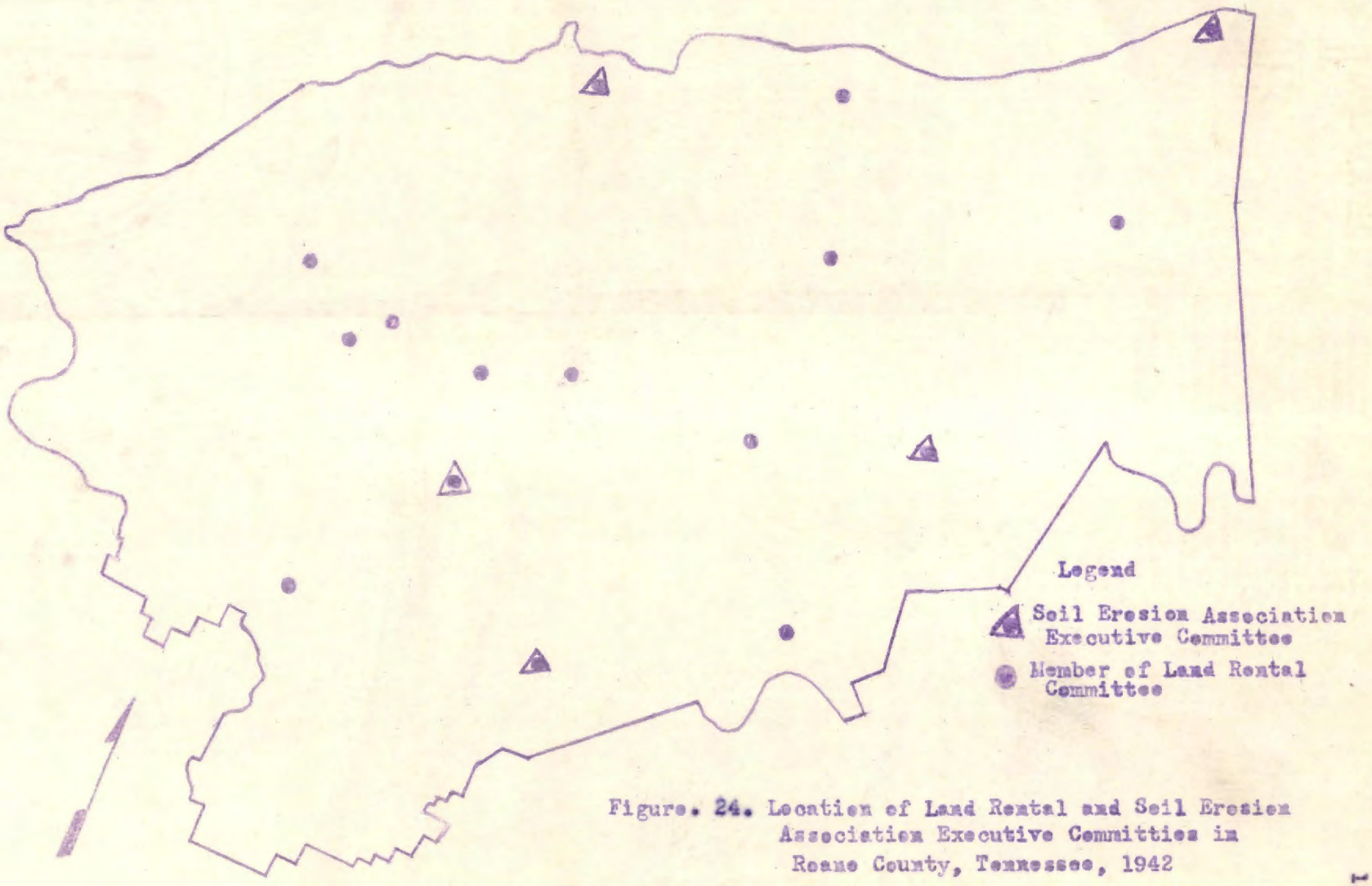


Figure. 24. Location of Land Rental and Soil Erosion Association Executive Committies in Roane County, Tennessee, 1942

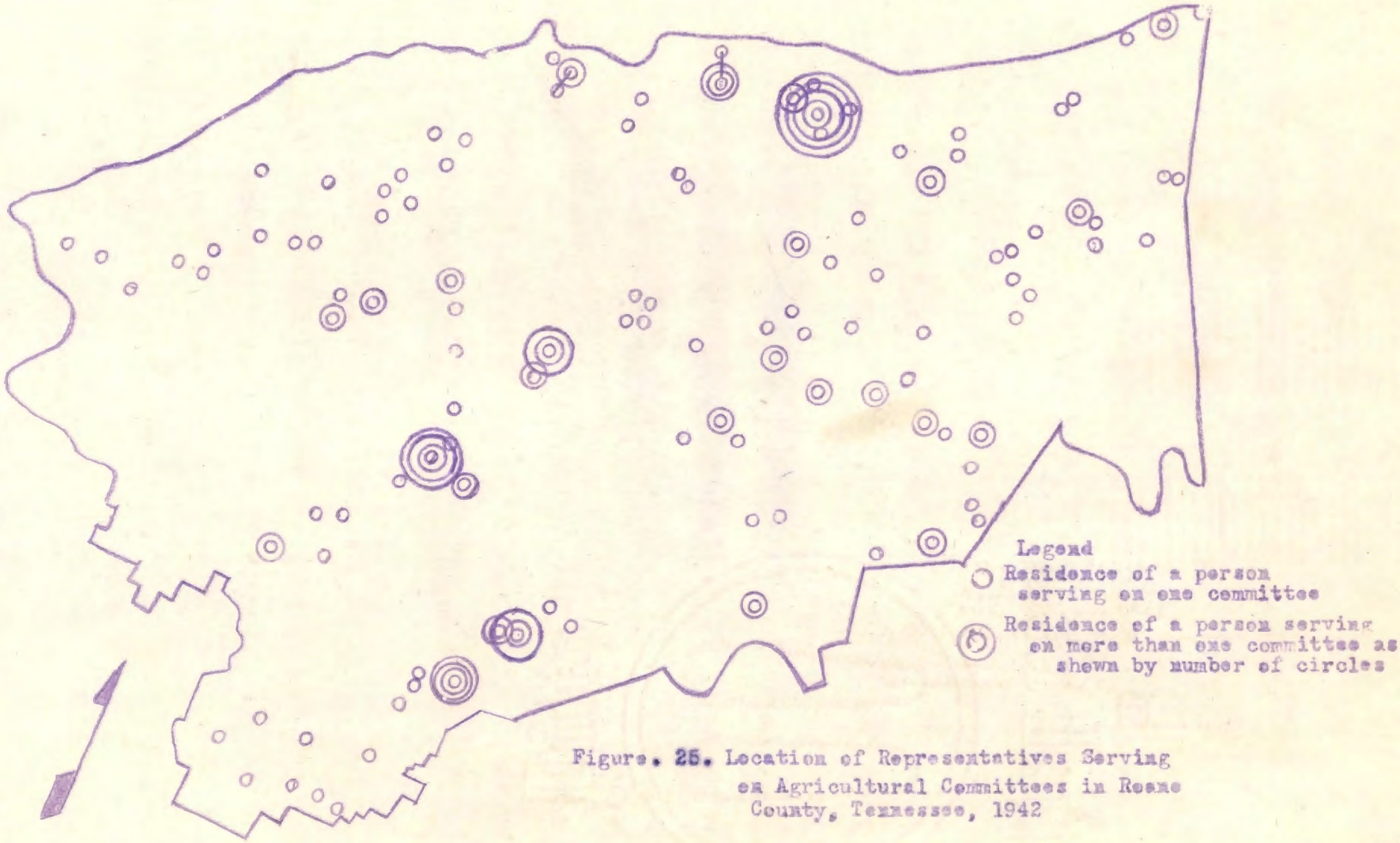


Figure. 25. Location of Representatives Serving on Agricultural Committees in Roane County, Tennessee, 1942

TABLE XLIV

AGRICULTURAL REPRESENTATION BY NEIGHBORHOODS AND COMMUNITIES IN ROANE COUNTY, TENNESSEE, 1942

Area	Number Families	Representative Positions			Representatives	
		Number	Percent of Total	Families per Position	Number	Percent of Total
Rockwood	645	26	16.7	24.8	25	19.5
Post Oak	45	4			4	
Cardiff	48	3			3	
Eureka	79	3			3	
Glen Alice	68	3			3	
Hopewell	53	3			3	
New Hope	33	5			3	
Caney Ford	29	3			2	
Rockwood	200	2			2	
Wintons Chapel	31	0			0	
Eagle Furnace	31	0			0	
Johnnie Hollow (negro)	9	0			0	
Dry Hill	19	0			0	
Harriman	597	22	14.2	27.1	14	11.9
Emory	72	10			5	
Harriman	350	6			4	
Riggs Chapel	25	4			3	
Swan Pond	33	2			2	
Elverton	30	0			0	
Pine Grove	87	0			0	
Wheat	229	13	8.4	17.6	12	10.2
Wheat	164	13			12	
Mt. View	65	0			0	
Fairview	196	20	12.9	9.8	12	10.2
Fairview	85	17			9	
Chapman Grove	41	2			2	
Luminary	70	1			1	
Kingston	119	11	7.1	10.8	10	8.5
Kingston	63	5			5	
Shady Grove	37	4			3	
Beech Grove	19	2			2	
Tennessee	27	0			0	

(continued)

TABLE XLIV (continued)

Area	Number Families	Representative Positions			Representatives	
		Number	Percent of Total	Families per Position	Number	Percent of Total
Lawnville, Union, Poplar Springs	119	13	9.4	9.2	10	8.5
Lawnville	44	5			4	
Union	45	3			3	
Poplar Spgs.	30	5			3	
Paint Rock	268	15	9.7	17.8	9	7.6
Paint Rock	144	13			7	
Pleasant Hill	33	3			2	
Ponders	34	0			0	
Chamberlain	40	0			0	
Cedar Grove (negro)	17	0			0	
Dyllis, Clax Gap, Sugar Grove	119	9	5.8	13.2	7	5.9
Dyllis	46	5			4	
Sugar Grove	45	4			3	
Clax Gap	28	0			0	
Jonesville-Orchard View	160	6	3.9	26.6	5	4.2
Hen Valley	34	4			3	
Orchard View	51	2			2	
Fair View	37	0			0	
Oliver Spgs.	38	0			0	
Johnson	37	4	2.6	9.2	4	3.4
Oral-Pawpaw	65	5	3.2	13.0	4	3.4
Oral	39	3			2	
Pawpaw	26	2			2	
Dry Fork	75	3	2.9	25.0	3	2.5
Dry Fork	37	2			2	
Compromise	21	1			1	
Stamp Creek	17	0			0	
Midway, Bradberry, Waller	74	5	3.2	14.8	3	2.5
Bradberry	29	3			2	
Waller	21	2			1	
Midway	24	0			0	

(continued)

TABLE XLIV (continued)

Area	Number Families	Representative Positions			Representatives	
		Number	Percent of Total	Families per Position	Number	Percent of Total
Dogwood-Cave Creek	90	3	1.9	30.0	2	1.7
Cave Creek	59	1			1	
Dogwood	31	2			1	
Gravel Hill	31	0			0	
Total		155			113	

unreasonable when the area included in the three communities, Rockwood, Harriman, and Fairview, are compared to the total area in the county.

The average number of positions held per person was 1.3, and the maximum 5. Two persons hold 4 positions each, and three persons hold 3 each, which is the largest number of positions held. For distribution and location of all representatives see Figure 25. A few significant points can be made in regard to representation in the county by reference to Table XLV.

There were 22.8 percent, or less than one-fourth of the total persons holding nearly one-half (41.2 percent) of the representative agricultural positions in the county. On this basis 27 influential persons can affect the action of the farm folk in the county.

There is not a preponderance of individuals holding a large number of

positions on committees to represent the rural people, even though a few are relied on to a great extent. The fact that 91 persons (77 percent of the total individuals) holds 59 percent of the representative positions, indicates that some attempt has been made to spread the representation over the county.

The leaders interviewed were approximately three-fourths men and one-fourth women. The proportion of women leaders in the county indicates that they should have representation in neighborhood, community, and county affairs. The implication is not that in every organization

TABLE XLV

PERCENTAGE DISTRIBUTION OF REPRESENTATIVE POSITIONS, ROANE COUNTY, TENNESSEE, 1942

Number Positions per Person	Number Persons Holding Given Number Positions	Percent of Positions by Group	Percent of Individuals in Each Group
5	1	5.2	.8
4	2	5.2	1.7
3	3	5.8	2.5
2	21	27.0	17.8
1	91	58.8	17.2
Total	118	100.0	100.0

Source: Leadership Survey in Roane County, 1942.

a certain number of women should be representatives, but that in an overall program in either the neighborhood, community, or county, the women should be expected to supply an important part of the necessary leadership.

A few significant points to note in regard to representative distribution are:

1. Concentration of representatives along the main roads of the county.

2. Concentration of representatives in the most accessible areas.

3. Lack of representation in the more sparsely populated neighborhoods and communities.

4. Concentration of representatives in more densely populated areas.

It would be unreasonable to expect complete attendance of an entire population in the county, but it is not unreasonable to expect that a representative from each neighborhood or community could attend a group meeting. If voluntary leaders are used as a medium for program distribution to neighborhoods, then neighborhoods or communities should be recognized and strengthened.

Non-Agricultural Organizations

Administrative Areas: (1) Civil Districts: The topography of the county has caused a natural division which practically coincides with one judicial division. The Tennessee and Clinch rivers intersect in the center of the county creating three distinct physical divisions. One of the physical divisions was subdivided to form the five civil districts in the county (Figure 26). These civil districts divisions do not coincide with the natural "neighborhoods and communities" as in most instances

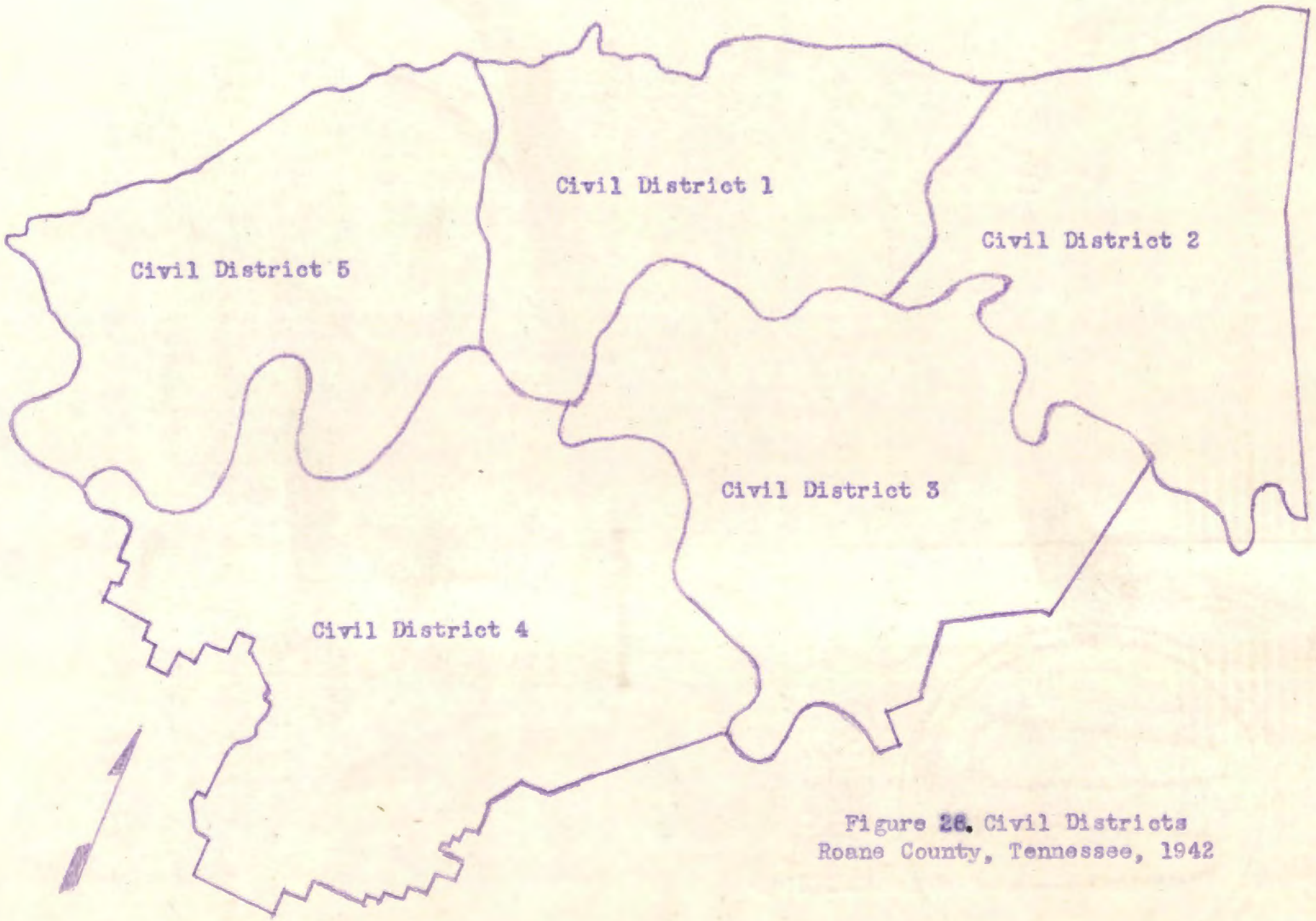


Figure 26. Civil Districts
Roane County, Tennessee, 1942

several neighborhoods are included within them. The civil districts lines generally follow some neighborhood or community line without splitting a natural grouping except in two civil districts which then only affects 7 of the 52 neighborhoods and 3 of the 14 communities in the county.

Civil districts have been, and to some extent still are used by various agencies for administrative purposes with only slight modifications. In a general way the civil districts afford administrative divisions, but for the more intensified programs now proposed, administrative units conforming more closely with natural social groupings would be more effective.

(2) Voting Precincts: The 19 voting precincts do not agree closely with the neighborhood or community delineations, and require adjustments by the residents (Figure 27).

The Bradberry voting precinct includes a part of 6 neighborhoods, and even has the precinct divided by the river. The Rockwood voting precinct corresponds very closely with the natural "community". In other instances the agreement between the two is rather close but most all the voting precincts include parts of more than one neighborhood or community.

A statement by a resident in one community indicates that the voting precincts do affect the neighborhoods. The opinion expressed was that residents dislike voting over the ridge in the next neighborhood, and can't see why the voting district can't be moved back to the local



Figure 27. Voting Precincts
Roane County, Tennessee, 1942

school house.[9]

(3) Schools: Roane County schools are on a county basis. There are high schools at Kingston, Harriman, Rockwood, Wheat, and Oliver Springs, and junior highs at Fairview and Paint Rock. Many of the grade school children are transported to central schools; however, 30 rural schools still remain. School bus routes for white children are shown in Figure 28 and for colored in Figure 29. The larger communities have high schools; however, the school system does not appear to be set up on a community basis, excepting as these high schools serve the larger communities. The one room schools, insofar as they still are functioning, are neighborhood schools.

(4) County Health: The county public health program has its headquarters at Kingston, the county seat. The nurses operate from here to various points of the county (Figure 30). When tuberculosis clinics are held, they are at Kingston, Rockwood, and Harriman, each center serving families in its respective areas. Typhoid clinics are held in the school houses throughout the county at stated times (Figure 31). These are on a neighborhood basis insofar as one-room schools still exist.

(5) Public Welfare: Administration of public welfare work in Roane County is by 3 case workers with headquarters in Harriman. No administrative areas are set up other than the workers have divided the

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(9) Page and Sant, op. cit.



Figure. 28. School Bus Routes in Roane County, Tennessee, 1942 (White)



Figure. 29. School Bus Routes for Negro Schools in Rhea County, Tennessee, 1942

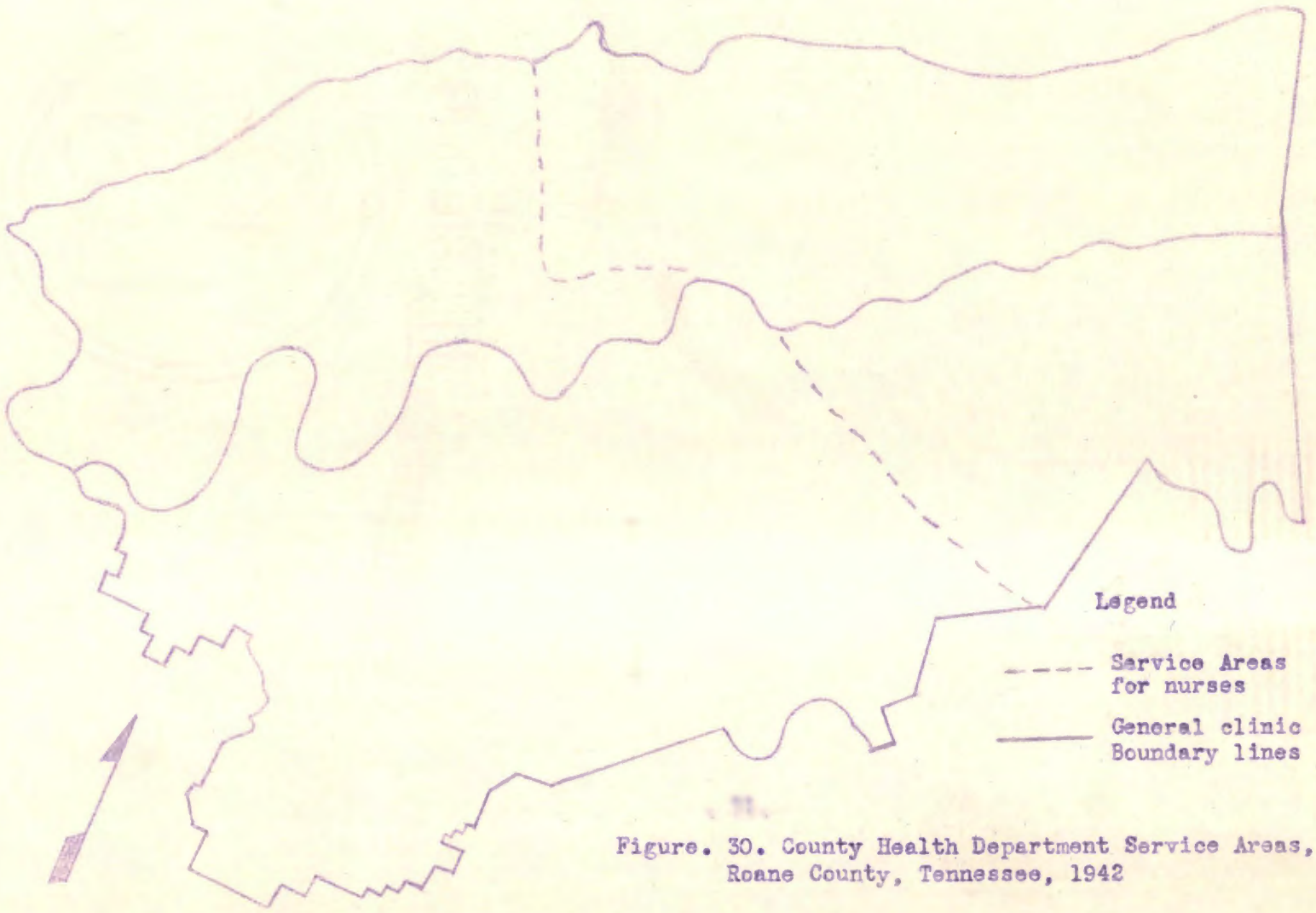


Figure. 30. County Health Department Service Areas, Roane County, Tennessee, 1942

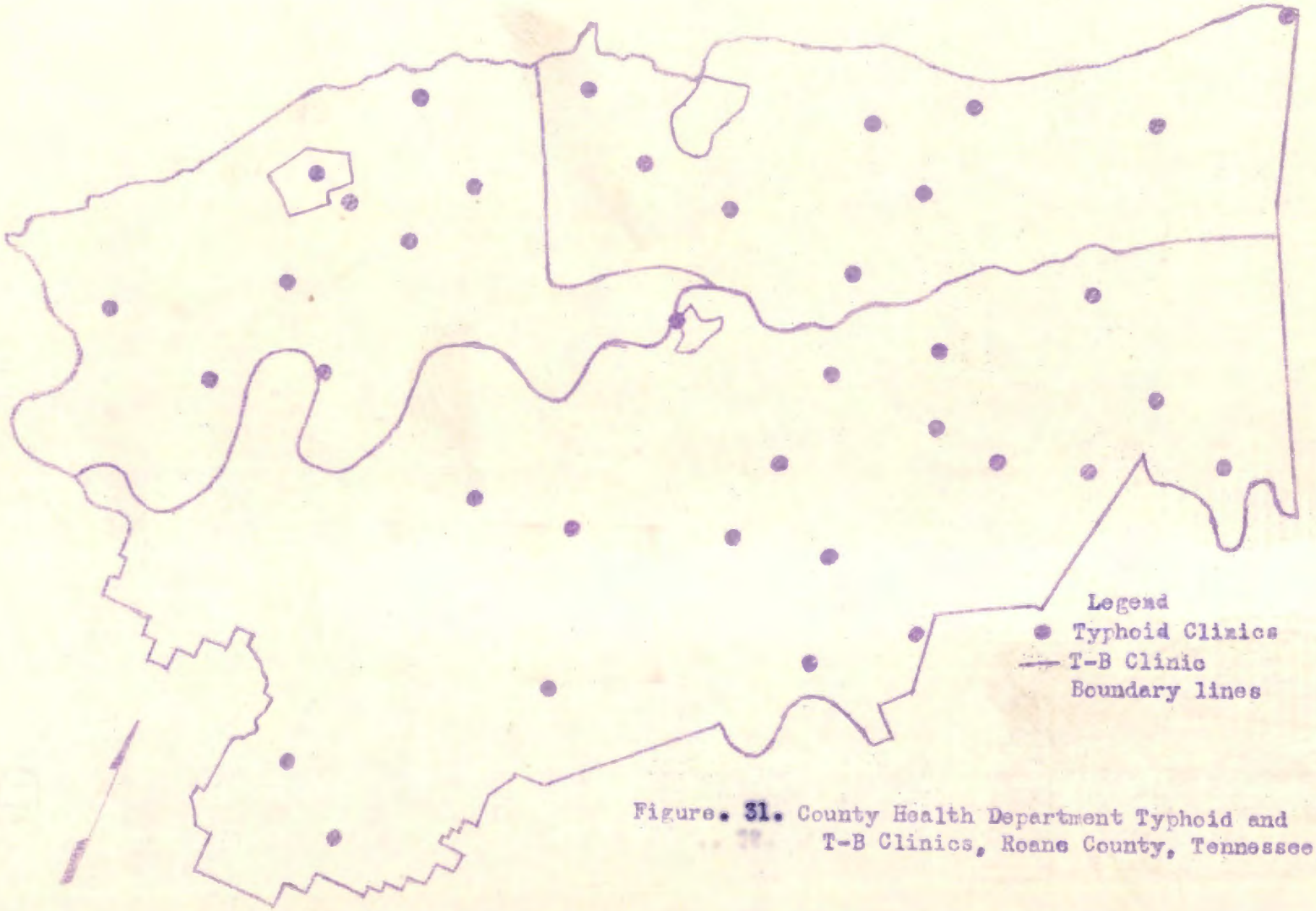


Figure. 31. County Health Department Typhoid and T-B Clinics, Roane County, Tennessee, 1942



Figure. 52. Areas Served by County Welfare Case Workers, Roane County, Tennessee, 1942

county into 3 sections with each case worker administering the program in her section (Figure 32).

Distribution of Representatives: (1) County Elected Officials: The elected officials in Roane County tend to be concentrated in the towns with the exception of the county road commissioners and squires. Figure 33 shows the distribution of elected county officials. The residences of the officials are concentrated mainly in the county seat, Kingston, and in Harriman. With one exception, the persons apart from the towns are the road commissioners and squires.

Only three of the county officials that now live in the city ever lived on the farm, and two of them moved to town following election. A few of the officials own farms near the towns, but do not live on them.

(2) County Boards: In Roane County there are only three boards of county importance, namely, Selective Service Board, Roane County School Board, and County Medical Board. It is of interest to note the distribution of the membership of the boards in the county (Figure 34). Of the 14 individuals holding positions on the county boards, 12 live in towns and only 2 in the rural areas.

All the Selective Service Board members live in Rockwood; however, this may be more desirable than being widely distributed in the county due to the number of meetings required. The close proximity of residence may possibly facilitate the action of the board.

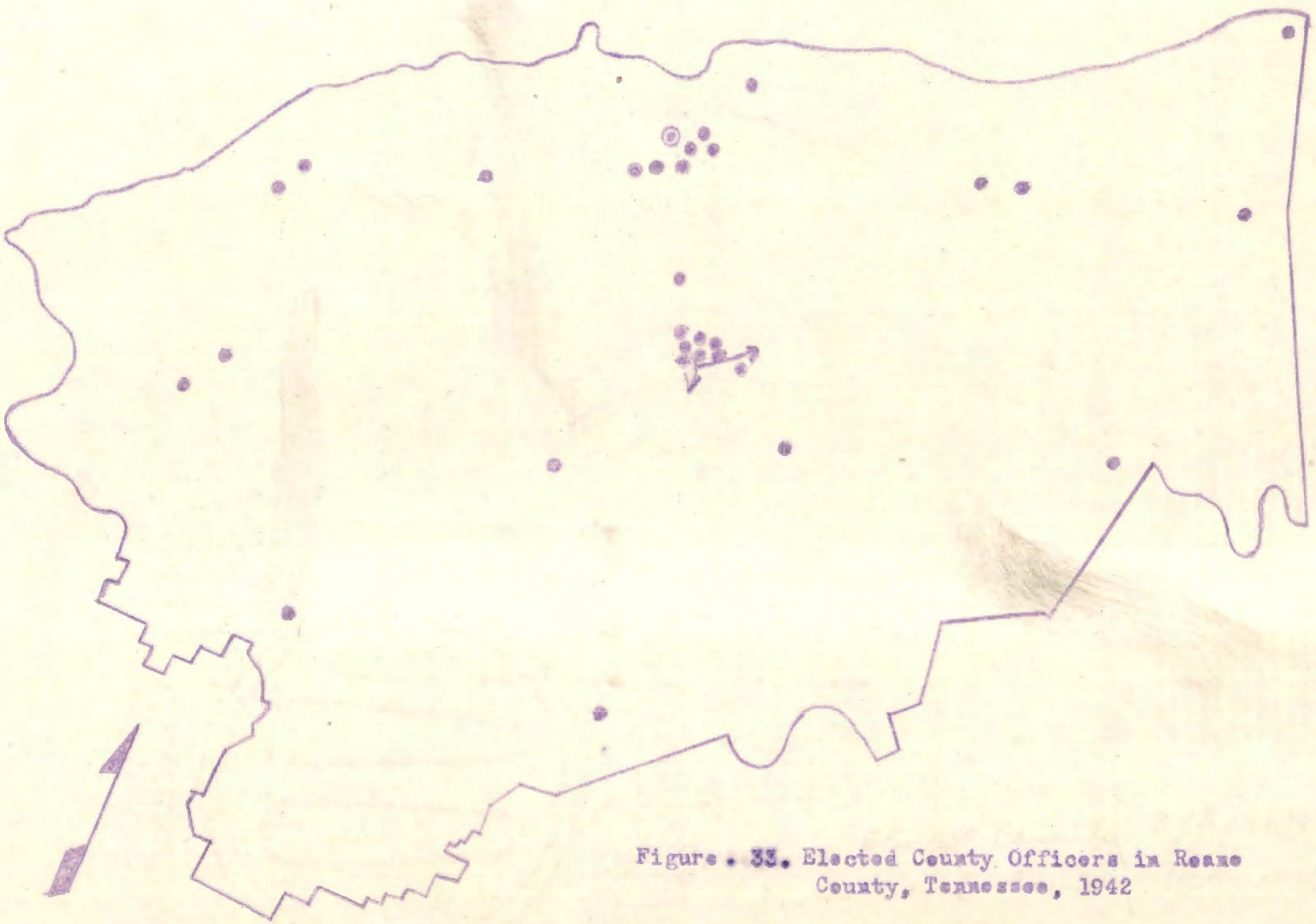


Figure . 33. Elected County Officers in Roane County, Tennessee, 1942

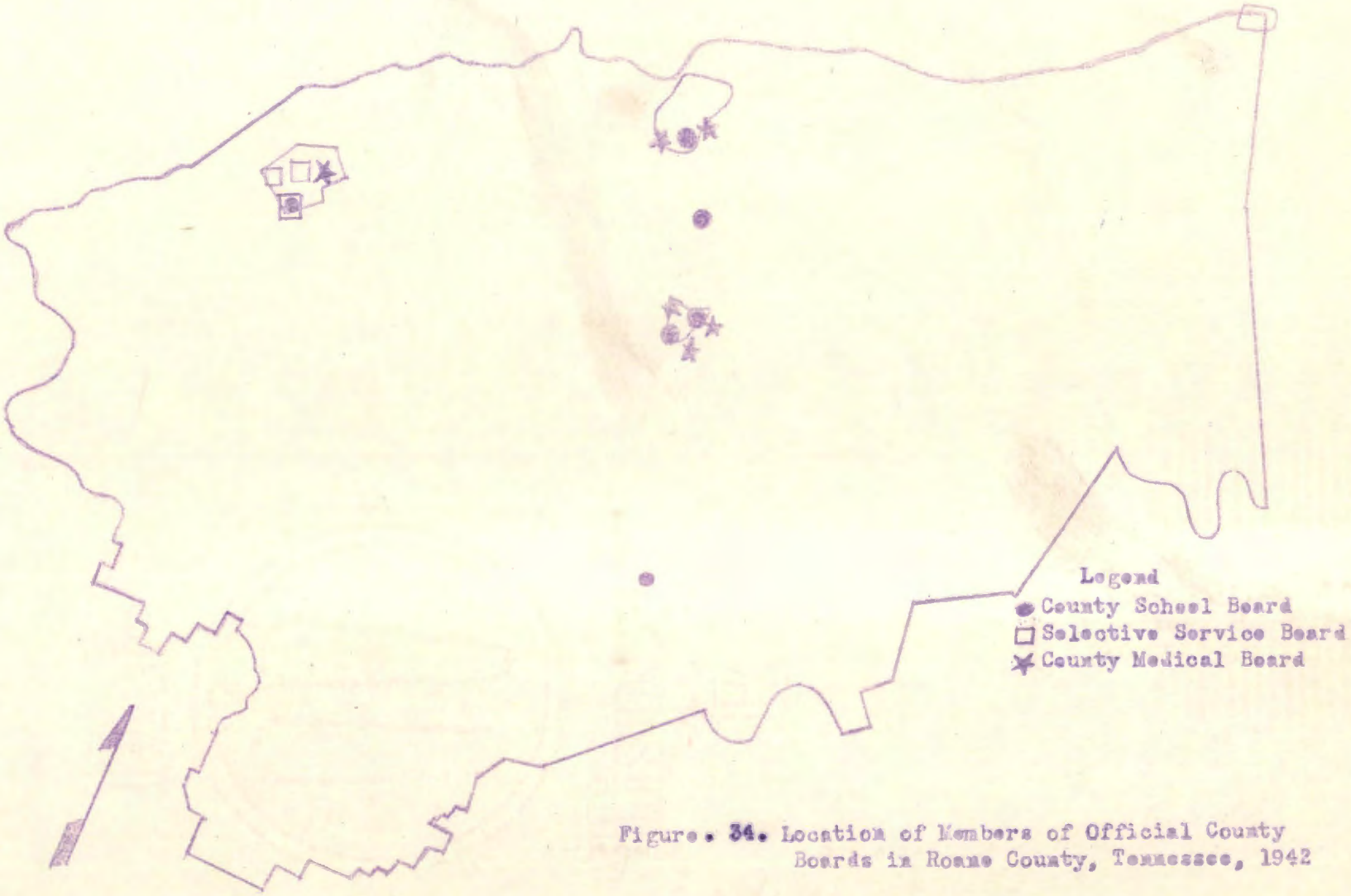


Figure. 34. Location of Members of Official County Boards in Roane County, Tennessee, 1942

The medical board members are distributed unequally between three towns in the county. The members of this board are professional men in the towns which accounts for their concentration of residence.

The six Roane County School Board members show some distribution over the county: two rural representatives, two from one town, and one from each of the other two towns.

(3) Total Non-Farm Representation: The non-farm representatives, which is composed of elected county officials and members of county boards, tend to be clustered in the towns (Figure 35). There appears to be somewhat an equitable distribution between the towns with the largest number being at the county seat. Fourteen neighborhoods of the 54 in the county have at least one representative, while 3 of these 14 neighborhoods have nearly twice as many representatives as the other 11 neighborhoods combined.

This distribution is to be expected, however, as the elected county officials service on a county basis and not by neighborhoods.

Farm and Non-Farm Representation

The distribution of representatives in the county appears more complete when the farm and non-farm representatives are combined (Figure 36). Forty of the 54 neighborhoods have at least one representative.

The representation is highest in the three neighborhoods where towns are located (Rockwood, Harriman, and Kingston). When the Wheat neighborhood is included with these three, then nearly one-third of the total representatives are included within 4 neighborhoods.

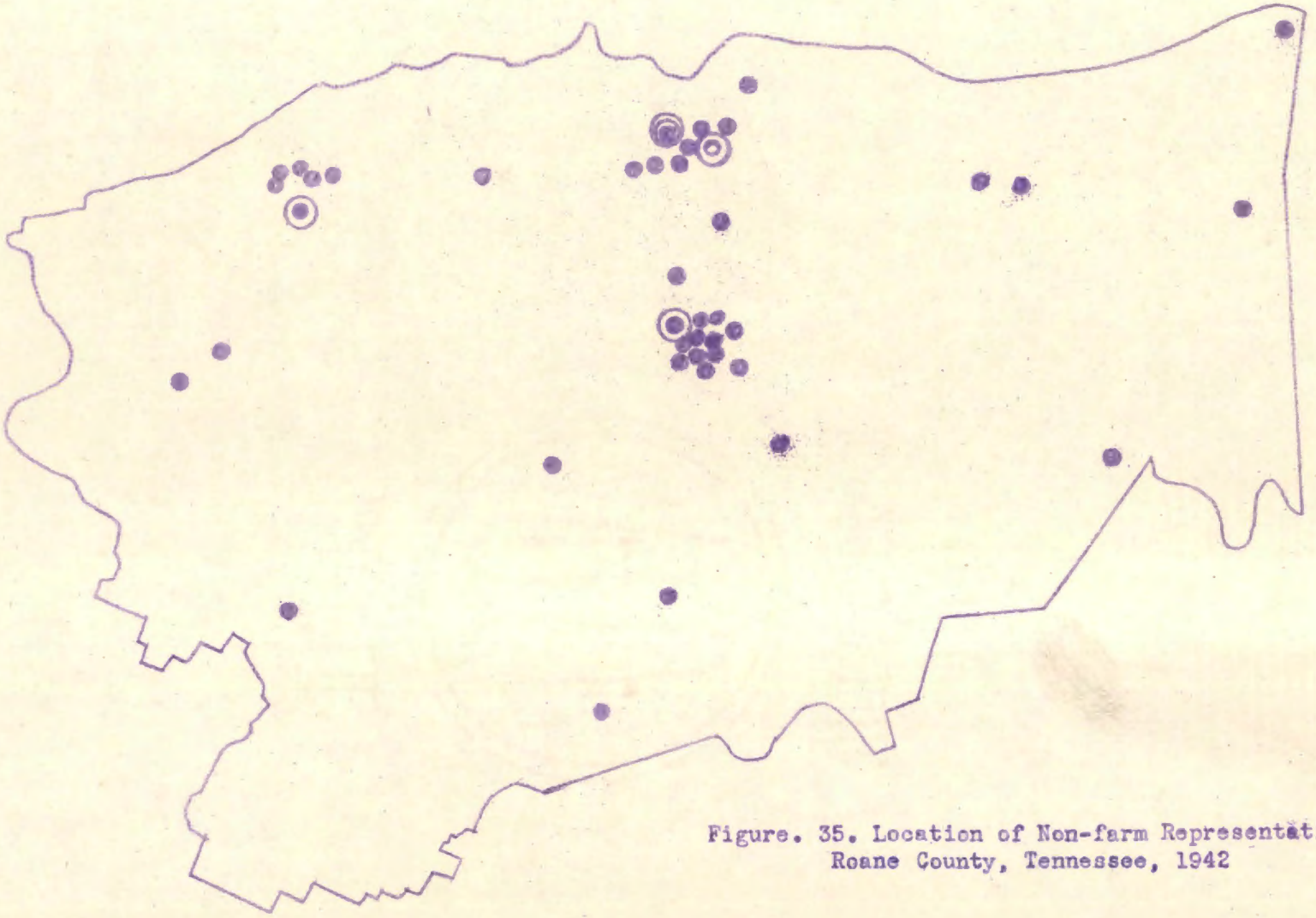


Figure. 35. Location of Non-farm Representatives,
Roane County, Tennessee, 1942

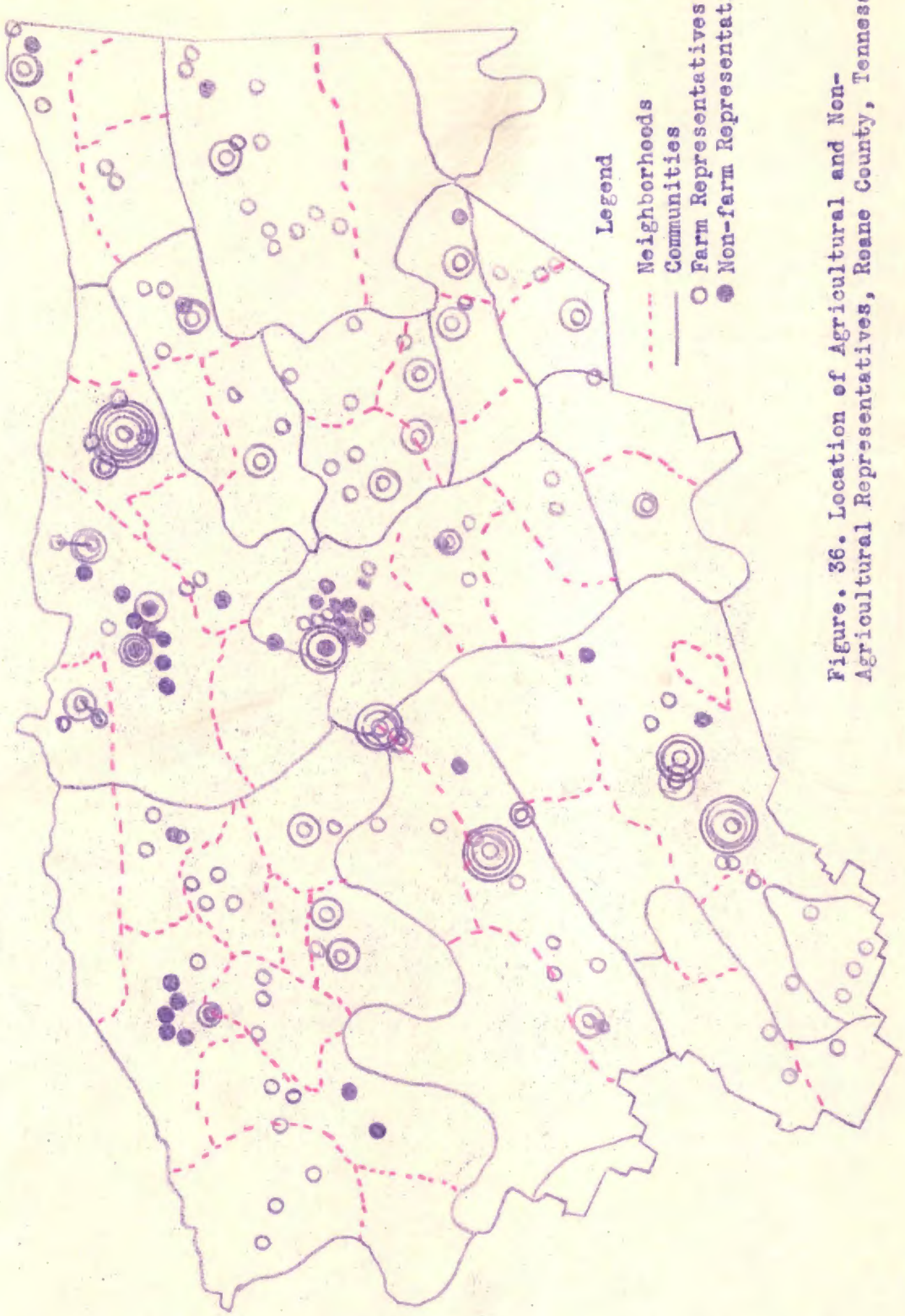


Figure. 36. Location of Agricultural and Non-Agricultural Representatives, Roane County, Tennessee

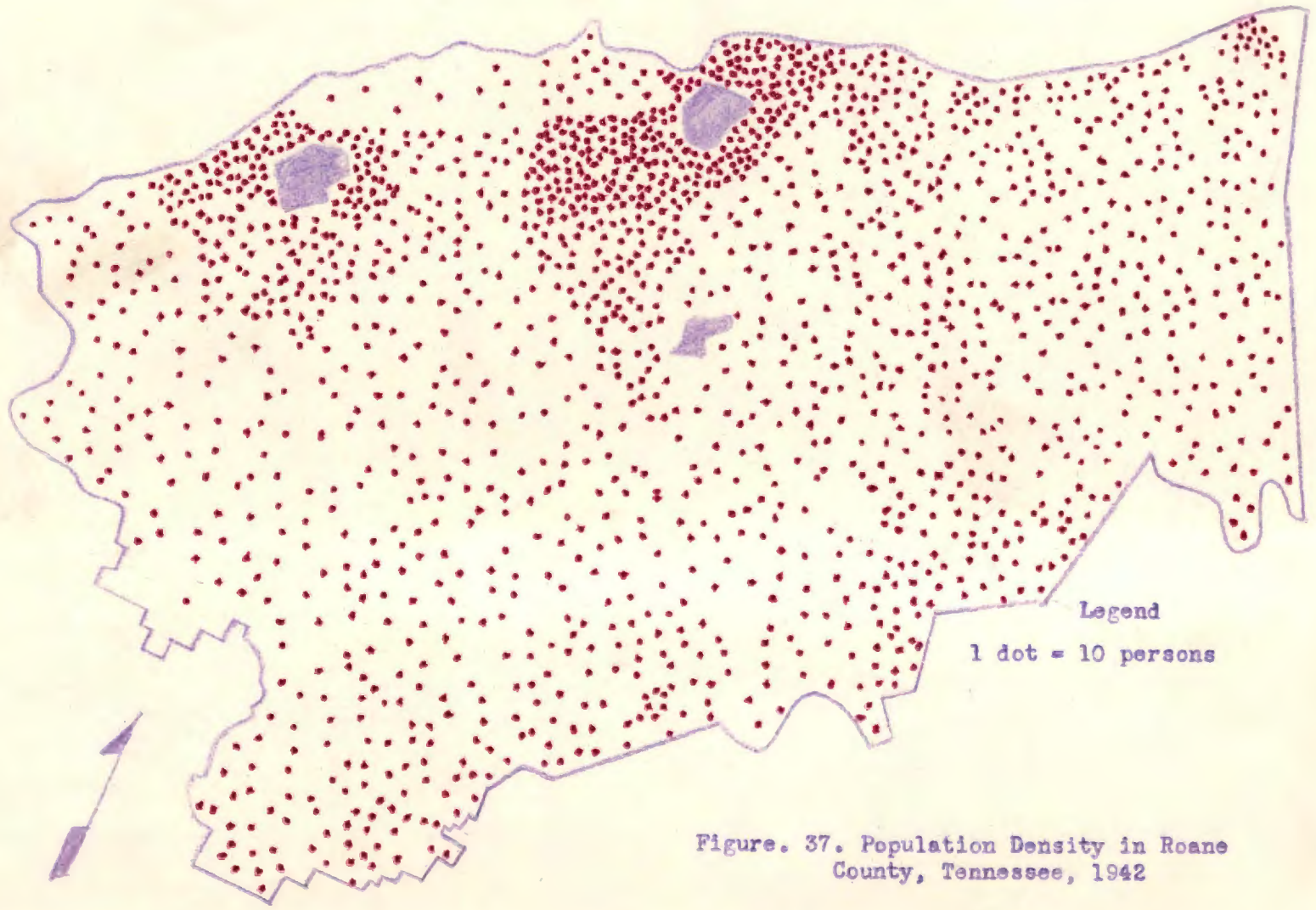


Figure. 37. Population Density in Roane County, Tennessee, 1942

The representations tend to follow the population density. In the neighborhoods where the representation is low, the population is sparse as seen in Figure 37. This may indicate that the people do not find it convenient to work closely together and therefore do not demand equal representation.



(1) Johnnie Hollow

Natural Groupings of Neighborhoods and Communities, Roane County, Tennessee, 1942

CHAPTER VI

DEVELOPMENT OF LEADERS

Organizational Effort

Every worthwhile organization should have as part of its program a definite plan for perpetuating the organization through the recognition and development of leaders. Without such a plan, the probability is that the organization will only function until present active leaders drop out. When leaders are not enthusiastic the members are usually complacent and indifferent. In such cases interest of members gradually decreases until the group ceases to function. However, an over-enthusiastic leader may create an equally bad situation by relying too much on himself.

Some organizations in Roane County are found to have rather definite plans for continuance of their work, while in others the long time program is not so well planned. No single plan is being generally followed in developing leadership.

In churches, some dependence for leadership is being placed on the training of young persons in church work through Sunday schools, and young

people's organizations. Such a program, however, is functioning in only a few churches, and as a whole the churches are not developing leaders at a rate needed, compared with other organizations.

The 4-H clubs are attempting to use a method involving friendly competition between members to develop leaders. There are tasks to do, under supervision, in the form of projects, and recognition for outstanding work through competition at fairs, or from financial returns for produce grown as a project. In most measures, the attempt is based on a recognition of the competitive spirit of youth, and by gradually increasing leadership responsibility.

Home Demonstration Clubs and Watershed Area clubs present a slightly different problem, and depend on their own judgment to recognize leaders, inasmuch as their members are mature persons. The Watershed Area club groups appear to recognize their leaders by the success in their occupations, and activities in the neighborhood. Home Demonstration clubs require that no president may succeed herself, and that the offices be rotated.

Measures used by organizations in Roane County to develop leaders are summarized in Table XLVI.

Rotation of offices is being used most widely, throughout the organizations, in an effort to develop leadership. This does not permit one member to hold a particular office for two successive years. The

system may have the weakness of not allowing persons to learn the requirement of the position thoroughly, but the advantage of training new individuals as rural leaders probably more than offsets that point. It is a simple system that can be used by most any group.

TABLE XLVI

EFFORTS TOWARD DEVELOPMENT OF LEADERSHIP, ROANE COUNTY, TENNESSEE, 1942

Measure	Number of Organizations Reporting	Percent of Total
Nothing being done	11	23.9
Rotation of officers	11	23.9
Tasks under supervision	9	19.7
Recognition of leaders	6	13.0
Training as youth	6	13.0
Miscellaneous	3	6.5
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

Tasks to do, under supervision, is the method second in importance among the organizations. This method predominates among the younger people, as in 4-H and young people's church groups. Small parts and projects are assigned to young people, which become increasingly more difficult as greater responsibility is placed on them.

Recognition of leaders on basis of achievement, which may have been

designed for young people, also produces desirable results among older people. At a fair held annually in Roane County, at Wheat, recognition of outstanding work by exhibits, and prizes, has fostered in many instances the competitive spirit for leadership. As a result, several agricultural leaders have been recognized in the Watershed Area organization, in Home Demonstration clubs, and in 4-H club work.

In 23.9 percent of the cases nothing is being done to develop leaders. The church leaders and the Watershed Area groups appear to be the organizations that are doing the least to directly develop future leadership; they seem to take it for granted that a leader will appear when needed.

Suggestions of Present Leaders for Development of Leadership

Leaders interviewed gave several suggestions for developing leaders in rural areas which should be considered here:

1. More education. From the number of times this was suggested, it was apparent that the leaders saw the importance of education, and that a close association exists between the educated neighborhood and leadership response. It was stated that through education, future leaders can best qualify themselves for their responsibilities.

2. Give the young people a chance to develop financially and otherwise. An interesting comment on this point by a leader, relative to 4-H work, was "Don't let son's calf become Dad's cow". Let the boy get a financial start, to develop his initiative.

3. Train youth to like the farm. This suggestion was given by a progressive leader, who felt farm life could be made interesting, and that with proper training many of the young people would become interested in farm life and become leaders.

4. Give young people jobs to do, under supervision.

5. Have professional leaders deal personally with some of the temperamental, but capable, persons in the community.

6. Give recognition for superior work.

7. Secure a full time person for church work in the community.

8. Have vacation Bible school and young people's training unions in the community.

9. Help set up better organizations within groups.

10. Professional leaders should thoroughly instruct chosen community leaders as to their duties.

The unanswered question in reviewing this list of suggestions is, who is to promote the organizations and how? The first impression is that people will be entirely dependent upon professional leaders for any accomplishments; however, this was not the opinion expressed by the leader.

Many rural people realize that voluntary leadership is a problem, and would willingly do most anything within their ability to solve it; but they feel that professional leaders will also be needed. Professional leaders will have to assist in providing more education, full time person for church work, official instruction, better organizations, and other

activities; but local people can do much to foster the activity, when started, and to promote a favorable environment.

How can schools help solve the leadership problem? As the persons interviewed were agricultural people, it would be expected that their answers would largely be in the field of vocational training. Fifty percent of the replies indicated that schools could help improve leadership by giving more vocational training. As one family said, "Yes, we have a good school here, but we send our girl to Harriman so she can study Home Economics." Agricultural training for boys was recognized as being needed and it was felt that it would be helpful in developing leadership. A leader said, "High schools should in some measure fit the young person for a job," and here he realized that many youth do not go farther than high school, and need practical training before stopping their educational program.

However, not all leaders thought vocational training most important. Some progressive leaders stated that prospective leaders should have an understanding of common law, taxation, commercial work, and even manual training.

Desirable Leadership Traits to Develop

In Chapter II, the traits of present and future leaders of the various organizations in the county were discussed. A comparison of

traits expected of future leaders with those of present leaders indicated that future leaders will have more opportunity to exercise individual initiative than do present leaders.(1)

Among traits found to be desirable in a leader are the following: dependability, honesty, Christianity, unselfishness, treating fellowmen right, friendliness, enterprising, broadmindedness, initiative, self-confidence, inspiring the confidence of others, doing more than the average, showing good judgment, being interested in his work, ability to plan, and being trained, especially through experience.

In general future leaders, compared with those at present, need more training and should not rely so much on their personality and position in the neighborhood to put them over. However, a likable personality will always be needed to enlist the good will and cooperation of other people.

The future leader should be vitally interested in the neighborhood, exhibit good judgment, be aggressive, and dependable. These are the same traits found to characterize present leaders, but will be of still greater importance to future leaders.

In addition, it is desirable that leaders develop such qualities as tact, fluency as a speaker, drive, and other desirable techniques through practice.

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(1) For detailed comparison of traits of future and present leaders, see Appendix B, Tables IV and V.

Program for Leadership Training

Leadership, to be successful, must be continuous in that there is a leader to succeed those now functioning, or supply leadership where it is now lacking. The ultimate goal of any training program for leadership is to develop persons to assume responsibility when necessary, and incidentally to create a situation in which the choice of new leaders will be easy.

Youth Versus Adult Training: A leadership training program has two distinct aspects to be considered; the permanent improvement aspect, which essentially will result from training youth, and secondly, the alleviation of the present need for trained adults. The background of the entire training program, whether youth or adult is based on development of traits through actual practice. For the young people, it may be in the school organizations, churches, and other groups, while older persons will receive training in study clubs, agricultural organizations, churches, and other rural groups.

That a person can be trained for leadership is indicated in a statement by Miller(2),

> It is almost safe to assume that somewhere in the majority of men exists a germ of leadership which, if brought to the fore, worked upon, developed and trained, will make them leaders. In many men, it remains dormant for the reason that it is suppressed by environment, circumstances; or more dominant qualities in their makeup. But if it does exist much can be done toward making the individual a skilled leader."

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(2) Miller, Arthur Harrison, Leadership, page 7.

On this basis it appears that any program of training for leadership will essentially be dependent upon professional leaders to stimulate or train people into position of voluntary leadership.

Role of Professional Leader and Training Required: The development of local leadership will be a slow process, requiring several years, and really amounts to an education of the group in cooperation. In most approaches to training leaders among rural people, stimulation is furnished by professional leaders. Once a prospective voluntary leader is recognized as having particular ability, additional responsibility is placed on him, and the professional leader gradually drops out except to the extent of serving as a source of information and stimulation.

It is not to be construed that professional leaders are those whose duty is only to foster programs of leadership training; they are the trained, paid personnel already in the county as the preachers, teachers, county agricultural agents, home demonstration agents, etc. A desirable situation would be where the professional leaders of a neighborhood program do not have to produce results for superior officers. In this way, the tendency for professional leaders to do the work themselves in order to get quick results would be removed. Too quick action in a training program may be detrimental to voluntary leadership development as people do not usually progress as rapidly as the superior officers demand.

In the educational program, as a part of a program for improving leadership, the training of the professional leader cannot be overlooked. It is not to be supposed that every teacher, minister, or extension service employee is sufficiently trained to make a capable leader, particularly when he is just beginning a career of public service. This weakness, found to exist among professional leaders, can probably be traced in part to a lack of proper training in college courses.

To illustrate where the weaknesses in the training of professional leaders exist and point out how the rural people are affected, consider the three most common professional leaders in neighborhoods; the public school teacher, the preacher, and the county agricultural worker.

Let us assume first, the instance of a teacher in the rural elementary school who is not a vocational instructor and has only about 2 years of college training. The role of the teacher as found in many places is to teach the fundamentals of reading, writing, and arithmetic, and with these academic requirements filled the teacher is through work for the day; however, he or she should have a much more important role in the neighborhood school. The course work taught should be first on the basis of the home, neighborhood, community, and to finally branch out to the broader concepts that are commonly taught first. Beginning on this basis, the students learn the problems of the local neighborhoods

and towns that are of interest to them and their parents, the relationship of the neighborhood in larger programs, and the limitations of the local group.

Another part of the teacher's program should be to instruct and give the pupils practice in organizing or working at group activities. This can be done by school clubs, athletics, music, and even some of the class work can be made more realistic by actual practice in activities as elections, school government, etc.

If teachers are to fill the position they should, what qualifications do they need most, and what can colleges do to alleviate the weaknesses? In the first place, the teacher should be capable of organizing a group, which is a trait that is inherent to a certain extent, but also may be taught in a rural sociology course. Second, the teacher should understand the town-community relationship thoroughly in its economic, social, and political aspect, and last, the teacher should familiarize himself with the rural problems of the immediate neighborhood or community.

To furnish the background necessary for a successful teacher, the college curriculum should not only include the principles of economics, sociology, and government, but should include courses explaining the economic, social, and political relationships as applied to rural problems. During the first two years of college training there should be included instructions in organization work, how to lead, plan, and control group activities.

A second professional leader to consider in the rural areas is the minister, who may be a full time pastor at one church or may have two or more churches of which he is a pastor. Frequently his activities consist of holding religious services only; however, this should be only a part of his work. As in the case of the teacher, the minister should apply his program to the home and neighborhood problems first, and then to the broader aspects. He should sponsor young people's organizations, probably singings, recreation, and other organizations as a part of a successful church program.

The minister is in much the same position as the teacher in educational requirements, for in addition to his religious training, he should have a practical knowledge of rural problems, economics and political structure. He should acquire the ability to organize people for group activities and should not emphasize denominational differences. The academic training of a rural minister should include some basic principles of agriculture, social sciences, and an application of economics, sociology, and government as related to rural people in the local neighborhoods.

In addition to the problems involved in training of rural ministers, another important problem is presented; that of supplying trained ministers to the unchurched rural areas. The economic status of many rural neighborhoods is such that a preacher cannot be paid sufficient salary, either

in cash or agricultural products, to permit him to acquire desirable training, or to repay his investment in school expenses; hence, the neighborhood is without a pastor.

To better this situation by placing trained preachers in these unchurches areas, the suggestion has been made that use be made of available funds, missionaries being recalled from foreign service if necessary, to institute a home mission program in unchurched rural areas. These preachers could be subsidized as in foreign service, with the local people assisting all they possibly can.

The third type of professional leaders, the county agricultural employees, have somewhat the advantage of the others in that their training is directly related to farm people and problems.

The principal limitation on county agricultural workers' activity is the heavy administrative duties requiring their time, so that not all can be accomplished among the people that the leaders would like to do. The training of agricultural workers is adequate in respect to technical agriculture, but not enough training is given in how to organize group activities, nor enough of the fundamentals of economics and sociology as related to rural people. These leaders should familiarize themselves not only with county problems, but with local neighborhood problems as well.

Activities that agricultural workers should sponsor are similar in nature to those mentioned for teachers and ministers. They should be

to work with 4-H clubs, men and women's extension clubs, Farm Bureaus, etc. Professional agricultural leaders should be constantly on the alert for new local leaders, and give them responsibilities in the various organizations.

The attempt has been made to present the discussion of what the commonly found professional leaders are doing, what they might do, what specialized training is needed, and where it should be obtained. It has not been the purpose to explain what should be done in all situations as with non-resident pastors, persons who teach only as a means of obtaining experience needed in other activities, or other such problems that affect the school systems. These are problems of the school system and clergy, even though they do affect the rural people.

Factors Affecting Permanent Leadership Improvement: Permanent improvement in leadership deals with raising the educational level through youth, and requires the cooperation of all local institutions, most important of which are the home, school, and church.

Home. The home has its place in training leadership in youth by furnishing a background conducive to proper behavior. Having an advantage of other institutions, the home has supervision over a child during the most formative period in his life. The home can instill in youth traits that make a desirable personality, principles of conduct, teach them how to understand and associate with people, and other factors that will make leadership training much more effective and simple. Good

manners, dependability, uprightness, honesty, and likeableness are traits mentioned by leaders as being necessary and are probably those that will be affected by home environment. The understanding parent will do much to develop such traits by supplying a congenial home atmosphere; however, the personality of the individual may later become partially modified due to social contacts so as to include some things not received in the home.

The unfortunate part of this phase of training youth is that a program cannot be extended into the home, should the environment there not be conducive to leadership. A specific example of the place of the home was cited by a leader in a mid-west church when he expressed the opinion that members of his religion lived their belief in their homes six days a week, so it was natural to expect the church to be successful.

Home training is becoming of increasing importance, and will have a permanent effect with the raising of the educational level of rural people. As the parents become more enlightened, it will be reflected in the youth.

Schools: The next, and probably the most important institution in developing leadership is the rural school, for here children not only receive training but have opportunities to practice its application. Rural people recognize the value of schools, as illustrated by the statement of a leader interviewed: "We do not have any leadership and will not have until the old settlers are gone and educated young people are brought in". Another leader said, "Every boy and girl should

finish high school and attend college if possible."

It is the opinion of many authorities that to raise the educational level of a neighborhood, community, or county is to improve the leadership. In Chapter IV it was shown that in this county there exists a positive relationship between the educational level of a neighborhood and the leadership response there.

What traits of leadership in youth do schools affect most, and how? First of all, training will be the most valuable contribution from the knowledge obtained in academic work itself. If a school teacher is alert and attempts to develop traits of leadership, some qualities will be instilled into the pupils. In school, the active boy or girl who takes part in extra-curricular functions will probably learn how to plan a club program, will learn how to work in group activities, will be doing more than the average person, and will have a sound basis for developing good judgement.

This training in school will naturally be rudimentary, but when a program is carried out in addition to the natural ability of some boys and girls, a prospective young leader will appear. Among things that schools should include in their plans for developing future leaders are:

1. To furnish situations that will discover talent, and then plan for its development. In class work, the student should be given fundamental training in leadership, and then school organizations should furnish a place to demonstrate the practicality of the training. Extra-curricular activities as clubs, group activities, speeches, school plays,

and other such activities provide a means for recognizing youthful leaders by observant teachers. Development through added opportunity of expression by the pupil then follows.

2. Teaching the fundamentals of parliamentary procedure, and practice in using the rules, gives a young person experience vital to successful leadership. This training teaches how to control a group, and how to get a response from the group without creating any biased opinions.

3. By giving courses requiring group action as singing, band work, athletics, etc., a student learns cooperation as followers, and leadership ability will probably also be recognized.

4. Another important contribution that schools could make toward training for future leadership would be to make a study of local problems, local government, and social conditions. To study these subjects in school will not only give the youth an insight into local conditions but show him how each is related to the larger programs of the county, state, and nation. Such a study should develop in youth the traits of farsightedness, drive, and planning ability, at least in terms of his neighborhood.

The unfortunate aspects to carrying out the program proposed for the schools are the large numbers of non-resident teachers, and these with insufficient background of training in rural social problems, local government, and rural economics. The teachers in schools must also have

more interest in the neighborhood, and not simply in the academic work of the school. They should, in most cases, stay in the neighborhood or be closely associated with the people in order to become intimately acquainted with pressing local problems.

It is recognized that where school consolidation has occurred another problem appears. In that case, the teacher cannot live in all the neighborhoods, but frequent contact with the adults should be made personally and through the students.

Migration of pupils from outlying neighborhoods to the cities for further training, and their failure to return to the neighborhood makes it undesirable to depend entirely upon schools for leadership training. Also, time is required to train the youths. However, the final result of continued educational improvement will be to raise the educational level of the people as a whole in the area, and should be to give the student an understanding of local problems, needs, etc., that will enlarge his conception of the neighborhood and its relationship to the programs outside the immediate neighborhood.

Churches. Another important institution which should train youth for leadership, simultaneously with the home and school, is the rural church. Under the guidance of church leaders, boys and girls can be given tasks to do under supervision, can become accustomed to appearing before groups, and have the opportunity to slowly grow into leadership responsibilities.

First, in the program of training in church are the Sunday school

classes, then the young people's unions, laymen organizations, and finally as church officers. The church program affords an opportunity for further instilling in youth such traits of leadership as uprightness, right conduct, honesty, and dependability.

Even though the church is widely extended, which should make it a good training agency, the problem of securing competent professional leaders for work with the rural church has not been solved in many cases. In numerous neighborhoods the pastor only preaches once or twice a month and is therefore not a resident of the neighborhood. He does not have opportunity to become intimately acquainted with local problems. The church organizations that are carried on may be the result of his stimulation, but local leaders must be depended upon entirely to carry them out.

One measure that might be used to improve this situation is to have conferences and training courses for Sunday school teachers, young people's workers; and have rural pastors' short courses at colleges and seminars.

Agricultural Groups. Another useful measure in training leaders, which has a long-time effect, is the opportunity afforded youth for leadership training at encampments sponsored by Future Farmers of America, 4-H Clubs, and other youth organizations. Here the boys and girls learn how to lead a specific activity. The Agricultural Extension Service also sponsors helpful conferences and meetings for Home Demonstration Club and 4-H Club leaders. In such conferences the boys and girls

are given fundamental training for leadership work.

In some states a series of lectures is given before certain groups to stimulate and train them. This is true of the Grange, and has proved very useful in developing ability for different types of leadership. The Farm Bureau has also used conferences advantageously to foster the work of locals.

The purpose of conferences, youths' training camps as 4-H and F.F.A. encampments, lectures, short courses, and other similar activities of agricultural agencies are primarily to stimulate enthusiasm of the participants which will in turn be reflected in the neighborhood. Also they are to give the representatives that attend some training so that the work of the club can be improved in the neighborhoods and become more interesting and valuable to the members.

The adult agricultural groups also have the responsibility of getting the youth to become members of the adult groups. At the time boys and girls finish high school or become of age to leave 4-H, F.F.A., and similiar school clubs, they need to be given the responsibility of membership in such organizations as Farm Bureau, Home Demonstration clubs, Watershed Area organizations, etc.

By taking boys and girls into these organizations at the period of time when they should begin to do some planning for the future, the organizations can create in the youth the feeling of neighborhood responsibility and interest. To illustrate how this may be done use as an example a young lady in a Roane County neighborhood. At the time she became too old for membership in the 4-H club, she had shown herself as a pros-

pective member and leader. The Home Demonstration club invited her and a few other girls to become members, and she has since served as president of the group. These young ladies have become an important force in creating interest and enthusiasm among the other women of the neighborhood.

The Grange, in communities where it functions, makes youth training in Grange work an important part of their program. The boys and girls are first given a place in the organization at high school age, and by the time they are of age take an active part in the older groups, they have received considerable training and experience in Grange work, learned how to plan programs, how to express themselves, and other things that are gained from practice.

It should be a part of all adult agricultural organizations to get the boys and girls to become members while young. They are fostering the interest of the organization by furnishing experience for the young people when they will most readily accept the responsibility.

Training Adults for Leadership: Specific Organizations: Up to this point the discussion has centered around training youth for leadership. To train adults as leaders supplies persons who will become qualified for rather specific positions and who will probably function best in the group where they show most interest and aptitude.

To illustrate, one individual may enjoy working in church activities and will have the qualifications for this type of leadership. Another individual may have all the qualifications of a general leader, and in

addition enjoy working with boys at farm projects. He would best be trained as a 4-H club leader. In like manner, all types of leaders are needed, and generally some sign of interest and aptitude in the particular phase desired is recognized which can be developed.

In some neighborhoods is found the type of leader who is advisory in nature, but a person capable of this type of leadership is seldom promotional in nature and cannot be trained for a particular program. Another phase of leadership training that presents a problem of vital importance, and which needs to be emphasized, is that of training mature people for leadership before improvement of young people through schools can become effective; even later this type of program is needed so that trained persons will continue to function as leaders. It is a permanent training program the same as education, but gives immediate result.

In line with the statement made earlier that professional leaders are needed to train local leaders, the local adult training program will progress more satisfactorily when under the direction of a coordinated professional leadership training program. This will also avoid the necessity of bringing in another professional man who might cause some discord.

A coordinated professional leadership training program as proposed here means that each of the professional leaders interested in the neighborhood shall work with a knowledge of what the other leaders are attempting to accomplish. The teacher, minister, county agricultural workers and others, knowing what each wants to accomplish in a neighborhood, plan their individual programs toward this common end. To illustrate, if the

minister is promoting a youth's summer camp to train youth for leadership responsibility, the 4-H and school club leaders, and adult clubs should push this as a part of their programs. If the extension service is pushing poultry raising, it would be the desirable thing for the other agricultural agencies, vocational agricultural teacher, and even minister or teacher, if they had stronger contacts, to also promote the program.

If the professional agencies follow this plan of coordinating their activities, duplication of work will be avoided, and programs can be made complementary of each other, as illustrated in actual practice in the Wheat community by the Watershed Area organizations, and Home Demonstration clubs. Both organizations plan their work together so as to do the most good for the community. If the planning could go a step further to include the teachers and other professional leaders in the group at the time the program is planned, they too could probably contribute something for the good of the community and at least keep their plans in harmony with the others.

In launching this program a meeting should be held by the agency most interested and should include the county agricultural agent, his staff, Farm Security representatives, Home Demonstration agent, county program planning group, vocational agricultural teachers, and resident ministers. Here complete plans can be made as to how the activities are to be administered, what definite part each professional leader will foster, etc.

Location of Training Program. Experience indicates that best results have been obtained from programs functioning on a neighborhood basis. The neighborhoods and communities of the county should be delineated and used by all groups alike. When people are continually asked to work with others in their neighborhood, and with those whose problems are similar, the relationships are strengthened and soon everyone thinks in terms of the particular neighborhood.

In delineating the county, each of the representatives should take a definite part, locating the neighborhood boundaries as recognized by residents themselves, and in delineating the communities also. These should be shown on a large map, and when agreed upon as being correct, each representative should be provided with a copy. This map should be used from then as the basis for group meetings. When a larger grouping is necessary, use communities, but never split a neighborhood. Locate representatives of the various programs so as to represent all the people in the neighborhoods.

Means of Instituting a Program: Neighborhoods With No Organizations. One of the most difficult situations in which to institute a leadership training program is the neighborhood in which there is no organization functioning at present. This type of neighborhood, being loosely knit and unaccustomed to working together, requires a skillful professional leader.

An approach that has proven successful under these conditions is for the county agricultural agent, Farm Security representative, or other trained leader, whichever is most closely associated with the neighborhood, to promote a study club patterned after the successful original ones in Nova Scotia.(3) The keynote will be struck if the professional leader can show financial remuneration or an improved standard of living from group action, as in a credit union or purchasing association. Beginning with a small group of 10 to 12 farmers who will study together on the simpler problems, more difficult ones are later attempted which require more ability.

From such an organization the professional leader should recognize various abilities, and with some encouragement to members more and more functions will be undertaken, the group constantly enlarging and needed leaders appearing. In this manner, the group will learn to work together, think in terms of the neighborhood and its need, and the voluntary leader will develop as a result of the group working together for a common cause. While this program will be slow in bringing results, it will perpetuate itself in the organization of groups not related to the program of the professional leader.

Neighborhoods With Only a Church. In some rural neighborhoods, the church furnishes the major part of the social contacts for the residents. If the church has a resident pastor, the work is some-

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(3) Schirber, Martin E., "Resurgence in Rural Nova Scotia", Land Policy Review, Vol. 4, No. 1, January 1941, page 11, and "Study Clubs: Democracy in Action", Land Policy Review, Vol. 4, No. 5, May 194, page 13.

what simplified as he can devote all his time to the task, but a lay leader may accomplish the same result. The program of the church may be modified to include activities other than religious services. The effect is when the active church begins to modify its program to include other things, leaders develop an interest in these activities also, and in them for the good of the neighborhood.

As an example of what may be accomplished, a young pastor in Indiana used the following approach:(4) musical talent of the group was developed, a ball team was organized, in the winter months study courses were organized in scientific farming, domestic science, rural sociology, and civil government. Under the leadership of this pastor who could foresee the rural problems, the people gradually developed pride in their neighborhood and in cooperating. As a result, the church became stronger, agricultural groups functioned to assist farmers, missionary societies met, and each group found that capable leaders had been developed. Any interested professional leader can accomplish the same thing as a pastor, if there is sufficient stimulation given.

Neighborhoods With Schools as Functioning Group: The neighborhood in which a good school is the social center has an advantage over many other neighborhoods in that it has a trained professional leader who can work in conjunction with the agricultural representatives.

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(4) Sims, Newell L., The Rural Community, New York: Charles Scribner's Sons, 1920, page 249.

The school may have as its basic function the academic training of young people, but a program of development of leadership may well be built around the school.

To illustrate how the teacher may have a place in leadership training of adults, consider one in a Cumberland Plateau county school. An alert vocational agricultural teacher began a program by getting ten to twelve farmers to agree to meet once a week to study neighborhood problems. Acting as chairman, the teacher opened a discussion of problems vital to that neighborhood, such as improving the standard of living, and the benefit of cooperative activities. As the programs progressed in a democratic manner, each man was called on to work out a part on the programs. These rural people thus developed confidence in their ability to plan for the benefit of the neighborhood, they became interested in the programs, and soon were working together.

In this way, the teacher began a movement in which ability was recognized, developed, and carried to other organizations in the neighborhood. The success of the plan was based on the assumption that the people know what they want and need, and that this teacher understood rural people well enough to get them to work out some of the problems affecting further activities. Not all teachers will be in position, however, to do as did this particular one. In such cases the program can be handled through the school as the pastor did through the church as

mentioned previously. The school can sponsor activities as singing groups, clubs, recreation, etc., until the people are working together in a number of organizations.

Neighborhoods With Several Organizations: Some neighborhoods in which several organizations are present are what may be termed organized neighborhoods or communities, while others may have the organizations present but they do not function.

In an organized neighborhood or community, leadership training should not be a serious problem as all the various groups will be doing something and leaders will develop spontaneously. To illustrate, if in a neighborhood there is an active 4-H club, Parent-Teachers association, church, school, and extension clubs, and a need arises in the neighborhood for a particular thing, the attention of each of these groups will probably be turned toward the urgent problem and someone from the group will be spontaneously chosen to head the movement.

In the neighborhoods where organizations are present but not actively functioning, leadership training is necessary. However, the neighborhood is fortunate in having the groups already existing and requiring mainly stimulation by professional leaders or from some other outside source.

To facilitate a leadership training program under the conditions mentioned, one of the first steps should be for the professional leaders to plan their programs together as to what is to be the goal in the

neighborhood and what each professional leader can do to focus the attention of the local leaders to what is needed.

In the organized community, or community that has several somewhat inactive organization as just mentioned, the professional leader as a member of any one group can bring a program before a neighborhood or community effectively as all that is necessary is to focus the attention of the people on a pertinent problem. For example, a county agricultural agent may want to undertake the project of rural electrification in the area. He may begin by presenting the proposal to the Watershed Area club members. Once they believe the idea to be sound, they may bring it before the Home Demonstration club, then to the school, and it may even be discussed after church assembly. Once the proposal has been discussed sufficiently, some group will probably actively begin promotion of the project if it is desired. The county agent only started the project in a small group, but as the proposal was brought a different group, it was disseminated to all the people and action was taken.

A young person's training program can be promoted similarly under like conditions. The 4-H club leader may feel that some provision should be made to give boys and girls something to do in the neighborhood affairs when they finish high school or drop 4-H club work. By constantly pointing out at every opportunity to the adult clubs, churches, and other groups, eventually enough interest will be created until a spontaneous effort will probably result.

TABLE XLVII

SUMMARY OF PROPOSED LEADERSHIP TRAINING PROGRAM FOR LOCAL VOLUNTARY LEADERS, 1942

Leadership Training Program	Long-Time Leadership Improvement			
	Home	School	Church	Agricultural Organization
WHO should be responsible	Parents	Teachers	Pastor Church officers Church members	County Agent Home Dem. Agent Other agricultural representatives Interested farmers and wives
WHAT each should do	Furnish background to leadership training Instill traits of personality, conduct, and understanding of people	Academic training Raise educational level Fundamentals of leadership and organization Study local problems	Develop ability and character traits Study local problems Give youth some experience in leadership Develop attitude	Opportunity for experience Will be place of work in later life for many rural leaders
WHY the place in program	Influence in formative period of life Make future training easier in other groups	Education and leadership are related Influence youth early in life Gives basis for further training	Develops sound outlook on life Gives youth experience in organizations	Makes leaders begin to shoulder real responsibilities Affords opportunity for practice
WHEN each has its place and and most effect	In early life of person	During period person is in school mainly	Is formative in early life of person while at home and in school Activity to continue through life	As 4-H or F.F.A. in school and for a while after school days Larger programs later on
WHERE effect is noted and made	Daily contact, work, etc.	Classes Extra-curricular activities School clubs	Sunday school Young people's organizations Laymen activities Church officers	On farm Agricultural clubs Agriculture in school Farm responsibilities in later life
HOW will be done	Understand child Education Give child proper background	Develop through practice courses Alert to inherent possibilities	Furnishes tasks to do, teaching, give responsibility to youth	Projects Trips Conferences Short courses Experience in own organizations

TABLE XLVII

SUMMARY OF PROPOSED LEADERSHIP TRAINING PROGRAM FOR LOCAL VOLUNTARY LEADERS, 1942 (continued)

Leadership Training Program	Immediate Leadership Improvement			
	Neighborhoods With No Organizations	Neighborhoods With Church Organizations	Neighborhoods With School as Social Center	Neighborhoods With Several Organizations Active
WHO should be responsible	Group most closely associated Generally county agent Professional leader is necessary	Preacher Lay leaders of church Professional agric. leaders cooperating	Teachers Agricultural leaders cooperating	Professional leaders cooperating Rural leaders that exist in organizations Teachers and preachers
WHAT should each do	Stimulate interest Recognize local leaders and develop them Sponsor neighborhood activities	Church is basis for neighborhood organizations Furnish some leaders Somewhat unify group to cooperate	Recognize leaders Develop other activities	Stimulate groups Coordinate all programs to a common goal
WHY the place in program	Give leaders chance to develop and be recognized Get people to think in terms of group rather than individuals	Is a beginning point for further expansion Some leaders already known	Basis for further expansion Take advantage of existing social factor among the people	People have what they need and probably have some signs of leadership Makes group association easier
WHEN each has its place and most effect	Where no social activity is present this approach can be used	If church is the unifying force present in the neighborhood	If school is the center of activities	If groups already exist
WHERE effect is noted and made	In the neighborhoods	In the neighborhoods	In the neighborhoods	In the neighborhoods Existing groups
HOW will be done	Study clubs where local problems are considered	Modify religious activities to include singing groups, recreation, study groups	In school Lectures Clubs Meetings Outside school Farmer groups Neighborhood activities	Coordinated plan to give direction of programs toward same goal. Promote harmony Requires cooperation of professional leaders

With proper stimulation, the church can be made to include activities as young people's meetings, socials, recreations, etc.; the Parent-Teachers Association can foster the relationship between schools and homes; 4-H clubs can give the boys and girls activities to interest them, and similar for other clubs present. Regardless of the mode of stimulation, whether it be a professional leader directly or through conferences, tours, or short courses, once the movements are started and focused toward a goal, various individuals will show signs of leadership ability. In neighborhoods with several programs that can be made to function or are active now, many opportunities are present to give the leaders experience, and to recognize others.

In Table XLVII is given a summary showing how each aspect discussed is to affect the training of local voluntary leaders.

Steps in Leadership Growth: In each of the plans presented for recognizing and training local voluntary leaders, there is a similar plan of development, and the steps are presented so that the professional leader may in a measure check on the progress of the programs used. Prospective leaders may begin at any place, but will follow these general steps:

1. Develop ability to express ideas.
2. Develops self confidence, and proves to be worthy of confidence.
3. Learns to plan a program.
4. Develop interest in neighborhood activities.

5. Become conscious of planning for the future welfare of the group or neighborhood.

6. Learn the techniques of successful leadership, such as aggressiveness, fluency as a speaker, diplomacy, tact, etc.

Any program of training for leadership in a neighborhood, because of its very nature, cannot be revolutionary in results, but must be evolutionary in nature.

CHAPTER VII

SUMMARY OF FINDINGS AND PROBLEMS NEEDING FURTHER STUDY

Summary

1. Married persons furnish a larger proportion of the leaders than single persons.

2. Eighty-two percent of the leaders were reared in the county and one-half of them now live in the same neighborhood as their parental residence.

3. The average age of leaders was 48.5 years.

4. High school and college graduates held more positions of leadership per person than any other group based on education.

5. Persons with only grade school education held more positions per person than did those that began either high school or college and did not finish.

6. The principal reason for becoming a leader was that the individual was elected or chosen.

7. Leaders recognized home training as being the most helpful to them in their roles.

8. Desirable traits of leaders as given by local leaders included: training, ability to plan, dependability, honesty, Christian, unselfish,

friendly, enterprising, initiative, self confidence, broad minded, one of the group, has the confidence of the people, good judgment, interested in the work, aggressive, and born a leader.

9. General traits of leadership are desirable in the leader of any specific organization; however, each organization has a few traits characteristic only to the group.

10. Churches have been the longest lived of all Roane County organizations (average of 50.5 years service).

11. Problems of the groups were generally confined to those of neighborhood significance.

12. Loss in enthusiasm, indifference, and lack of cooperation dominated the organizational problems.

13. Interest creating methods such as speakers, suppers, pictures, etc., have been used most successfully to overcome difficulties encountered.

14. Neighborhoods of the county differ in leadership response.

15. A positive relationship exists between educational level of neighborhood and leadership response, soil quality and leadership, and between neighborhood accessibility and leadership response.

16. Farm tenancy and rural urbanization did not show a relationship to the leadership.

17. In the opinion of leaders interviewed, dependence is placed on local leaders as much or more than formerly. These leaders in turn are dependent on professional leaders for direction. It is also felt that local leaders are now more alert to farm needs than formerly.

18. Representation for all the various programs in the county are not always equally distributed, nor has the most efficient neighborhood

or community been used.

19. Only one program uses a community grouping that approaches the natural neighborhood grouping as delineated by the people.

20. One-third of the total rural representatives on county boards and committees are included in 5 neighborhoods of the county. Thirty-seven of the 52 white neighborhoods have one or more representatives on agricultural programs.

21. Less than one-fourth of the total number of representatives held 41.2 percent of the representative agricultural positions.

Problems Needing Further Study

Following are a few problems in rural leadership that need further study:

1. Trace the life history of an outstanding county leader. Note whether or not the individual was a leader in many activities all through life, the family background may even contribute useful information.

2. Case studies of communities and neighborhoods that have been successful in developing their own leadership.

3. Analyze the changes that leadership in a county has undergone within the past ten to fifteen years. In neighborhoods where any organization has been functioning for a long enough period in which to note a change, it should also be analyzed.

4. Farm tenancy as related to leadership in the neighborhoods

should be studied more. On the basis of the data now available, there is little relating to number of farm activities in the county, to what extent tenant farmers are considered and used in county programs, and with what group of farmers the professional leaders usually work. If data can be collected on these factors, it should prove helpful in planning a leadership program, and to anticipate the results of programs in various communities.

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APPENDIX A

SCHEDULES

Leaders' Schedule

County _____
Community _____
Neighborhood _____

1. Name _____ Address _____
   Social center _____ Trading center _____
2. Age ____ Sex ____ Marital status ____ Nationality ____ Occupation _____
3. If farming: tenure ___ no. acres in crops ___ acres in farm _____
   Type of farming _____ No. of tenants _____
4. Farm experience: Laborer ___ Renter ___ Owner ___ Other occupation ____
   Reared on a farm _____ Years farm operator _____ Homemaker _____
   Father's occupation _____ If farmer, where? _____
5. Education: Grade school ____ High School ____ College ____ Member of 4-H or other club _____ How long? _____
6. Organizations of which you are now a member:

Name	Location	Offices	Years Active	When a Leader

7. Information about particular organization in which you are a leader:
   a. Name of organization _____
      Did you become a leader of the organization because
      1. You were successful in chosen occupation _____
      2. Lived many years among the people _____
      3. From a "Good Family" _____
      4. You initiated the movement _____
      5. No one else to do the job _____
      6. Elected or chosen by the group _____
      7. Other (specify) _____
   b. What are your aims for the group? _____
   c. Main activities last year _____
   d. What are the greatest difficulties you have encountered as a leader?
      1. Indifference of people _____ 2. Lack of training _____
      3. Inability to express self ___ 4. Insufficient time to devote ___
      5. Religious antagonisms _____ 6. Conflicting groups in co. ____
      7. Lack of attendance at meetings ____ 8. Individuals in group underrate their own ability _____ 9. Others _____
      How were these difficulties overcome? _____

e. Factors found most helpful to you as a leader:
Home training _____
Specific courses in school _____
Specific things read or heard on radio _____
Specific conferences or persons _____
Other things (specify) _____

f. Which of these factors do you consider are desirable traits of a leader of this organization? "One of the group" __ Integrity __ Initiative __ Ability to plan __ Good physique __
Good sense or good judgement __ Tact __ Self confidence __
Dependability __ Friendliness __ Well trained __ Others ____

g. Most urgent problems of this group _____

h. Estimate the time required each week to be a leader ____. Is that too much? _____ (yes or no)

8. Other groups in which you have been a leader but not at present ____
_____
Why dropped out as a leader (state for each) _____

9. How has your experience in other organizations helped you in your present role as a leader?
1. Developed confidence in yourself _____
2. Developed the ability to express ideas before a group _____
3. Developed the ability to plan a program for a meeting _____
4. Other (specify) _____

10. What are the more urgent problems facing your community? _____
What leadership is needed to solve them? _____

11. What young person in the community do you feel will make the best future leader of the organization? _____
Do you think he will make a leader because of his: 1. Training __
2. Family background __ 3. Good sense or judgement __ 4. Dependability __ 5. Likeable __ 6. Interested in affairs of group __
7. Aggressiveness _____ 8. Others _____

12. Do you think the school systems could improve the future leadership by
1. Offering more vocational training _____
2. Night schools or extension courses _____
3. Encourage more children to attend high school _____
4. Teach parlimentary procedure in school _____
5. Others (specify) _____

13. In comparing the leadership situation with that of 10 years ago, would you say that:
1. Dependence on professional leaders, more __ less __
2. Dependence on local voluntary leaders, more __ less __
3. Leadership awake to needs of the day, more __ less __
4. Change in type of leadership
Advisory, more ___ less ___
Promotional, more ___ less ___
Representation, more ___ less ___
5. Other comparisons you think significant _____

14. Suggestions for developing and improvement of the leaders _____
_____

Date _____ Enumerator _____

Organization Schedule

(Include groups with no formal organization)

County _____

1. Name _____

2. Location _____ Area covered _____

3. When organized _____ 4. Was the organization to solve a specific problem? _____ (b) Was there a need for the organization for the future welfare of the community? _____ (c) Was it for social purposes only? _____ (d) Other purpose or reason _____

5. By whom organized: (Name and occupation) Leaders _____

   Assistants _____

6. Main purposes of organization at present _____

   _____

   _____

7. Present organizational setup _____

8. Main activities 1941 _____

   _____

9. Present members: No. _____ % active _____ % from farms _____
   No. officers _____ % from farms _____

10. Describe instance of cooperation: (a) in agricultural or home economics program in 1941 _____

    (b) with other local organizations _____

11. Are any definite steps taken to develop leaders by the organization such as:
    1. Rotation of officers _____
    2. Tasks to do under supervision _____
    3. Recognition of leaders _____
    4. Conferences, short courses, etc. _____
    5. Others _____

Date _____ Enumerator _____

APPENDIX B

SUPPLEMENTARY TABLES

APPENDIX TABLE I

ENROLLMENT OF PUPILS BY GRADES IN COUNTY ELEMENTARY SCHOOLS (WHITE), TENNESSEE, 1940

Grade	Number Enrolled		Percentage Distribution by Grades	
	State	Roane County	State	Roane County
1	73,962	879	22.2	20.1
2	43,931	624	13.2	14.2
3	44,802	655	13.4	14.8
4	41,186	537	12.4	12.5
5	38,260	498	11.5	11.4
6	34,574	444	10.4	10.1
7	30,220	405	9.1	9.2
8	26,343	342	7.8	7.7
Total	333,278	4,382	100.0	100.0

Source: Annual report of Department of Education, 1940, pages 66-83.

APPENDIX TABLE II

DISTRIBUTION OF LEADERS BY AGE GROUPS, ROANE COUNTY, TENNESSEE, 1942

Age Group	Number	Percent
20 - 34	10	21.5
35 - 49	15	28.7
50 - 64	16	34.6
65 - 79	7	15.2
Total	46	100.0

Source: Leadership Survey in Roane County, 1942.

APPENDIX TABLE III

PERCENTAGE DISTRIBUTION BY AGE GROUPS OF ROANE COUNTY LEADERS, ROANE COUNTY, TENNESSEE, 1942 *

Age Group	Percentage Distribution of Leaders					
	General	Church	Home Demonstration Club	Watershed Area Organization	4-H Club	Community Leaders
20 - 34	21.5	19.1	66.6	-	37.5	-
35 - 49	28.7	19.1	33.3	33.3	37.5	36.4
50 - 64	34.6	42.7	-	66.6	12.5	36.4
65 - 79	15.2	19.1	-	-	12.5	27.0
Average age	48.5 years	51.0 years	32.0 years	51.2 years	44.8 years	54.5 years

* This includes the general leader, and age of leaders of specific organizations.

Source: Leadership Survey in Roane County, Tennessee, 1942.

APPENDIX TABLE IV

DESIRABLE TRAITS OF A LEADER, REPORT OF 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

(COMPOSITE OF ALL TRAITS REPORTED)

Desirable Traits	Number of Times Reported	Percent of Total
Educational (informal and formal)	(29)	18.8
Training or well trained	19	
Experience	1	
Ability to plan	9	
Lives within the mores of the society	(44)	28.6
Dependable	22	
Honesty and integrity	8	
Christian	8	
Unselfish	3	
Treats fellow man right	3	
Attributes of a desirable personality	(41)	26.6
Friendly	20	
Enterprising and initiative	10	
Self confidence	10	
Broadminded	1	
Interest shown in the neighborhood	(25)	16.3
One of the group	13	
Confidence of people	11	
Somebody that does more than average	1	
Capability as determined by group	(15)	9.7
Good judgment	12	
Interested in work	3	
Total	154	100.0

Source: Leadership Survey in Roane County, 1942.

APPENDIX TABLE V

DESIRABLE TRAITS OF A FUTURE LEADER, REPORT OF 46 LEADERS, ROANE COUNTY, TENNESSEE, 1942

(COMPOSITE OF ALL TRAITS REPORTED)

Desirable Traits	Number of Times Reported	Percent of Total
Education	(23)	21.9
Training	22	
Can take advice	1	
Lives within the mores of the society	(24)	22.9
Dependability	18	
Upright and honest	6	
Attributes of a desirable personality	(18)	17.1
Likeable	17	
Polite manners	1	
Interest in the neighborhood	(24)	22.9
One of group	1	
Interested in affairs of group	23	
Qualities thought inherent in youth	(16)	15.2
Good judgment	11	
Born a leader	3	
Aggressive	2	
Total	105	100.0

Source: Leadership Survey in Roane County, 1942.