

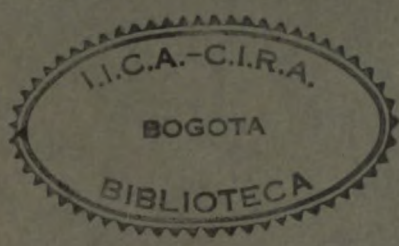
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COMMUNITY NEEDS
and Leadership Patterns
IN
Bermaddy-Treadways-York Street,
JAMAICA

DIRECTED AND EDITED BY

EARL JONES
ROY A. CLIFFORD
C. T. LEWIS
B. R. WILLIAMS



61144c 1963

INTER AMERICAN INSTITUTE OF AGRICULTURAL SCIENCES OF THE OAS
TURRIALBA COSTA RICA
JULY 1963

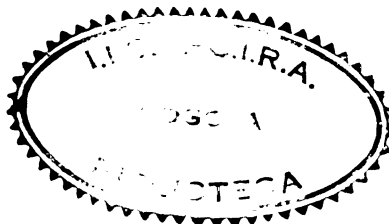


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Inter-American Institute of Agricultural Sciences of the O.A.S.
Turrialba, Costa Rica

July, 1963

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Inter-American Institute of Agricultural Sciences of the O.A.S.
Turrialba, Costa Rica

July, 1963

A Report of the Course
SELECTION, USE AND TRAINING OF VOLUNTARY LEADERS FOR RURAL YOUTH WORK
May 27 - June 28, 1963

Sponsored by

United States Agency for International Development
Inter-American Institute of Agricultural Sciences of the O.A.S.
Inter-American Rural Youth Program
University of the West Indies
Government of Jamaica

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FOREWORD

This report contains summaries of some of the lectures and the information from the field research project carried out as a practice exercise in the international course entitled "Selection, Use and Training of Voluntary Leaders in Rural Youth Work". The course was designed for the English-speaking countries and territories of the Caribbean. The theory section was taught at the Inter-American Institute of Agricultural Sciences of the Organization of American States from May 27 to June 8, 1963, and the field practice was conducted in Jamaica with headquarters at the Social Welfare Training Centre of the University of the West Indies, Kingston, from June 9 to June 28, 1963.

The chief sponsor of the programme was the United States Agency for International Development. Its Institute contract paid the cost of instruction and the AID Missions to Kingston and Port of Spain financed most of the candidates. Other sponsors included the Government of Jamaica, the University of the West Indies and the Inter-American Rural Youth Program. Jamaica 4-H Clubs and the Jamaica Social Welfare Commission generously allowed members of their staffs to serve as full time lecturers for the course. The programme was co-directed by Dr. Earl Jones of the Department of Economics and Extension of the Institute and Mr. B. R. Williams of the Jamaica Social Welfare Commission.

Other major lecturers included Mr. C. T. Lewis and Mr. N. B. Walters of Jamaica 4-H Clubs, Mr. Roy Clifford and Dr. Linda Nelson of the Institute, and Mr. Howard Law and Mr. Edgar Arias of the Inter-American Rural Youth Programme. A copy of the programme will be found in the Appendices.

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CHAPTER I

VOLUNTARY LEADERS IN RURAL YOUTH WORK

Developing countries all over the world are expending vast sums of money in the rural areas in an effort to bring about substantial changes in the socio-economic structure of society. Despite these vast sums, development often goes slowly, partly due, it is said, to the small number of professional personnel available for fomenting these changes and for teaching the necessary skills.

Working through voluntary leaders is widely heralded as the way to increase development; lay people with technical or organizational skills can do much of the teaching and group work, thereby allowing the professionals to attend a much greater geographical area. Unfortunately, many attempts to utilize this method have failed entirely or produced insufficient results. The most frequent of the reasons for this are expressed in the following terms:

1. It is difficult to find people with the necessary technical skills.
2. Many people who have the skills do not know how to teach them.
3. Many people with skills do not care to collaborate on the project.
4. People do not cooperate well with existing voluntary leaders.

Believing that most of these difficulties can be eliminated by proceeding according to psycho-sociological principles, this report attempts to briefly describe the theory and processes involved in the identification of persons who can probably best contribute to such a development effort. While the report stresses the specific requisites for rural youth work, the guidelines given apply to most cases where voluntary leaders are needed.

The Concept of Leadership

Knowledge about the phenomenon of leadership is of utmost importance for all professionals who work in action programmes and is of

special importance to those who work with people who live in very stable social systems. In such an environment the patterns of leadership, even though rigid, are frequently not understood by outsiders. Fortunately, the lack of understanding about the process of leadership need not prohibit development of this method now since a great deal is now known about this social phenomenon. It is important to realize, however, that no set pattern can be learned and expected to be operative in every area - there are local variations and these must be recognized if voluntary leadership is to be effective.

The concept of rural leadership refers basically to the organization of human relations so that certain persons are permitted to exercise influence over the activities of others. From the sociological point of view, the source of the influence can be whatever factor in the local organization and the type of influence can vary in form according to each situation. Various investigations have been made to try to determine the nature of these factors and their functioning and a great many facts are now known, leading to interesting and valuable hypotheses.

These studies indicate that a leader whether formal or informal, is someone who, within a certain pattern of social relationships, exercises influence over actions of others and over the social processes. A leader may be the individual that changes the pattern of relationship that exists or he may fight against the tendencies to change in order to maintain the established traditional pattern. The basic point is that when someone thus influences others, influencing the path the people might be following, that person is a leader in that situation.

From this point of view, all individuals exercise leadership once in a while. Even housewives who live under the almost complete domination of their husbands exercise certain influence, even though limited, over the conduct of the children. There are, however, certain persons who exercise an extraordinary influence over the way in which a society carries out its functions. These appear very important when compared with those who are passive in the same situations. In the process of change we are mostly interested in the actions and social relations of those persons who exercise influence over many people rather than these passive ones.

Leadership Depends upon the Situation

The pattern of leadership always varies from one group to another even though it is possible to find certain general characteristics that are common to most all of them. Leadership arises from the relationships among the group's members and reflects the different problems,

personalities, and culture of each group. This means that the form of leadership and the selection of the leaders depend upon the situation in which the group is interacting; leadership is, then, a function of the situation.

A good example of this general concept is that described by Arensberg and Kimball in their research in a rural community of Ireland. They discovered a very interesting complex of inter-relationships among the older members of the group.

Without examining the details, certain conclusions are worthwhile noting. In informal meetings of the oldtimers it was observed that each person had a distinct function within the group. For example, a certain farmer presented the themes for discussion in the form of questions or tentative statements. When a theme caught the interest of the others, two or three other members dominated the discussion through a careful examination of the theme from various angles with only an occasional contribution of the other members. After a short while any points of difference were referred to still another person, one who had previously contributed almost nothing to the process. This person usually summed up the case and gave his own opinion; here the discussion ended. Arensberg and Kimball assigned symbolic names to each of these members: the innovators, debaters, and judges.

Not all of the members of the group have been mentioned and it is worthwhile calling attention to one who was more or less 45 years old. He was the son of one of the oldest farmers of the community. Considering the fact that he lived with his father and worked under his direction, they called him boy of Mr. So-and-So. He had enough age and responsibility to be a younger member of the group but his activities within the group consisted of laughing when others told a joke and of recounting his love and sports adventures. He could be called the playboy of the society. It is important to note that when interacting with middle-aged persons, this individual acted with dignity and solemnity and had a role of high prestige and influence.

The determination of these various indicated roles depended upon: age, economic status, kinship, personality, number of years of being a member of the group. Who then, is the leader in this group of oldtimers? Why? Who is the strongest leader? How is it possible that a person with a great deal of influence within one group has almost none in another?

In rural work, extension and other development agents have found many similar situations and some even more complex than this one. To find the true leadership pattern in whatever group, it appears that the first step is to establish the hypothesis that the form of leadership

depends upon the situation or is a function of the situation. Once this is understood, the details of who fills the roles should come easily.

Factors Related to Leadership

The influence that an individual exercises over his group is based on several factors that can be divided into four general classes: traditional prestige, official or rational rights, personal influence, and brute force. In real life almost all situations involving leadership include more than one of these sources of influence. For example, unless a person that comes to occupy a certain official post already has certain abilities and resources it will be difficult for him to fulfill the duties of the position. At the same time, a person who has considerable traditional prestige is in a good position to carry out formal leadership functions.

Traditional prestige depends upon customs that give a wide influence to certain families in a community. The major element in this prestige is the respect accorded them and is derived from past events, religious ties and other special conditions. Because this prestige is based on past experiences and traditions, the personal abilities of the individual are not necessarily important. For the same reason, it is very difficult to delegate this power to others since custom indicates that only certain persons can have it as in the case of the inheritance of nobility titles.

Because his influence is derived from traditions, the leader through this type of prestige generally has influence over other members of the groups and communities that respect and maintain these traditions. Naturally, each local group or sub-group may have its own customs and give special prestige to its own families.

The approval of these persons who have considerable prestige is usually very important to educational programmes. The respect may be transferred or shared between the leader and the programmes in which he cooperates. Also such people generally have special access to authorities or other influential persons inside or outside the community. In addition, the simple fact of having prestige ordinarily means that the individual will have special powers with respect to the control of social or economic facilities. That is to say, he can channel or control, up to a certain degree, the communications and social inter-relationships or economic goods such as land or other capital.

Official or rational rights refer to factors which are very different from those of traditional prestige. These are derived from a post or formal accord and the person receives specific compensation executing specified tasks. Such posts are usually established legally or through rational arrangements such as through civil contracts between individuals. A case in point is that of a soldier who, under definite conditions, can deprive people of their goods and even of their lives, even though this same soldier, as a private citizen, probably would exercise very little control over others. That which most clearly distinguishes leadership based on rights of a certain position from that derived from prestige is that the first is set down in absolute terms, both as to conditions and tasks expected, while the second results from diffuse expectations.

Personal influence is still another factor related to leadership and depends primarily on the personal abilities of the individual and the form in which these are evaluated. An individual may influence others, for example, because of his extraordinary intelligence or tact. Such influence is characterized by the lack of organization of responsibilities and specific rights.

Among those abilities that may be important, one of the most frequent is the ability to efficiently use the symbols that have special significance in the community. These include symbols recognized by the entire community such as language even to the use of special double-meaning words or phrases in the local context. In the rural world that person who has a big family and extensive family ties which he can use for his purposes, receives special attention with respect to decisions or ideas.

An extreme case of personal influence is that called "charismatic"--that which is derived from an intense and emotional devotion for a leader because of his supposed characteristics or extraordinary abilities. Charismatic power is very diffuse and the influence changes with the caprices and personal wants of the leader. This type of leader maintains an almost absolute loyalty and faith among his followers through emotional actions and statements and the powerful attraction of his personality. Since this influence is based on his personal capacities and characteristics, it is difficult to transfer this power.

The final class, brute force, refers to an illegal power or one that is not in accord with the general customs or norms and depends upon armaments, violence or economic power for its strength. Since the use of this power tends to conflict with group norms, it does not really constitute a kind of leadership. In effect, it is an imposed influence over persons despite their norms and desires.

The Rural Leader and his Characteristics

If rural leaders are to be recognized, certain characteristics should be kept in mind. Those of greatest occurring frequency are the following.

1. A leader is very much like the other members of the group. He has grown up in a social environment and has learned to evaluate his actions and plan with reference to the expectations of his friendship, family and other groups. The leader "consults" the norms of these reference groups when he is considering alternative courses of action or when resolving problems. When an extensionist knows the reference groups, he is in a good position to understand and predict their acts and desires.

2. The basic condition of leaderships is that the person be a member of the group in which he is a leader. The leadership he exercises is a product of the group and functions within the same group. The group must be studied if the leadership is to be understood; it is not sufficient to study the leader alone. The idea that some leaders can act with great authority and efficiency in all situations is definitely wrong. All have their limits and the professional must know these limits if he is to work effectively with them.

3. Since leaders have central functions with the group, it is very rare that one seeks changes or innovations. In order to protect their special positions, they tend to guard themselves against changes which might disorganize or disorient the group. Often, especially in extension, persons are found who immediately want to involve themselves in the extension projects. When these persons have a good education, understand the projects and have a real interest in them, it will be difficult for the extensionist to objectively evaluate their positions in the community. Most likely they are judged by their groups to be persons that criticize traditional life and are usually suspected of ulterior motives by their groups. Frequently such individuals are looking for a way to gain influential positions and expect to upset the power of the real leaders. Approval by these people may cause a strong resistance among the other members of the community, and especially among the leaders, to any program in which this person participates.

4. The leader has special knowledge of the organization of relationships within the group and because of this,

can contribute valuable counsel to any programme. Even though a technician has the responsibility of acting according to his programme norms, he can learn much from such advice even though he may not care to follow all the suggestions of the local leader.

5. A leader may be a very efficient channel for the transference of knowledge, skills and action between the technician and the group. Since these are the basic objectives of any programme, it is important that the leadership pattern be studied and managed so that eventually the group will maintain and plan under its own initiative. Errors in the recognition of leaders and their positions will inevitably result in serious problems during and after the transfer of the programme.

6. The value patterns and norms of the society and community indicate, in general, the qualities and resources which serve to augment the power of a leader. For example, in some small farming areas in distant regions of Central America, people with a long history of an intense fight against the natural elements in order to gain even a minimum living, can be found. Social life is very stable with deep roots in religious and family values. Under these circumstances rural leaders need to be good workers, good fathers and must feel fatalistic with respect to farm management. In contrast, in large and industrial population centers people tend to emphasize the accumulation of wealth and special privileges, work is organized in rational form and the adoption of new practices to raise efficiency and productivity is common. Leaders in these situations must demonstrate their dedication to the management of force and relations so that new plans, greater investment of time and money and considerable eyeing the future are characteristic. They will be favorably disposed toward new techniques and ideas and they will adopt them when their value has been demonstrated.

Leadership, then, depends upon many factors and all of these factors are determined by the group in which the leadership is found. Technicians who expect to introduce change must take this into account, studying the group and their desired characteristics, then find those persons which fit the necessary description so they can be utilized in the great task of rural development.

How to Discover Rural Leaders

One of the serious problems that confront those who work in rural development programmes is that they are told what to see in a community, and what to do but rarely are they told how to obtain the information needed for carrying out these programmes. In relation to the phenomenon of leadership in rural regions, the knowledge that an agent has about what leadership is and about types of leaders is of doubtful practical value if, upon arriving in the country, he does not know how to find or identify the leaders and determine which kind they are so they can be used in community development.

Even though in every community there are many kinds of leaders--religious, political, educational, clique, friendship, family--all fall in two general categories, formal and informal.

How to Locate or Discover Formal Leaders

Because of the objective nature of the formal groups of whatever community, locating the persons that direct the groups and have the greatest authority among the members is relatively easy. Some of the methods used include:

1. Make a list of agencies or organizations and those who hold the formal position in them: schools, churches, religious associations, boards of education, parent-teacher associations, social clubs, extension agencies, agricultural associations or commodity groups.
2. Interviews with long-time residents of the area.
3. Study of reports and documents of the various local organizations.
4. Consult the telephone directory or other lists of associations or institutions.

How to Locate or Discover Informal Leaders

The community, as a social group, is a dynamic organism with multiple and diverse social inter-relationships. Some of these inter-relationships which are most common are: buying; borrowing; attending weddings, baptisms, birthdays, wakes; squabbles among neighbors (gossip, rumors, quarrels); attending fairs, dances, picnics; naming or forming part of representations to

government; visiting parents and friends. These activities are, in large part, promoters of interaction since they provide the medium through which people come together. The people involved in these activities serve a type of leadership and can be identified through sociometric questions, a form which tries to precisely measure the interaction that exists in one or more groups of the community.

Sociometric Questions

In any group such as a neighborhood, there are various forms of social interaction that are the expressions of friendship, cooperation, confidence or respect among the members. Recognizing this, an investigation on leadership commonly used in the Department of Economics and Extension, usually asks the following types of questions:

1. If you and your family had to go away for a few days, whom would you leave in charge of your personal matters?
2. Whom do you invite to baptisms, Christmas parties and weddings?
3. If some member of your family died, whom would you invite first to attend the wake or burial?
4. From what families would you ask for a loan in case of need?
5. Which families do you visit most often?
6. If you were sick, who would be the first friends or relatives that would come to visit you?

The analysis of the answers to these questions usually indicates that there are a very few individuals in the community that are the most "sought after" and who form a certain kind of interaction, friendly leadership that is of considerable value when used properly by a development programme.

There are, in addition, in every community, people who are respected for the occupational skills they possess and demonstrate in earning their living. The Department has had considerable success in locating these respected persons through simple questions about "whom would you ask for help" in case you had a problem with your livestock, crops, cooking, sewing, and other occupations that occur frequently in the area. One of the most important points to remember

is that rarely do we find "super leaders" in a community; the leadership will be divided among many members according to their families, friends, other social groupings, occupations, and skills. It is very common to discover certain persons with various abilities and who are true leaders in more than one technical or social subject.

This technique of administering a questionnaire of sociometric questions is necessarily complicated and costly. It requires extensive training in the methods to be used, in the formulation of the questionnaire, and in the interview itself. These skills can be acquired, however, with some professional guidance and need not be regarded as strictly usable only by sociologists. It is important, however, to be sure that a firm grasp of the principles behind such an investigation are understood and that the techniques are comprehended and practiced before beginning with such a method.

There are several other methods which are much less complicated and can, within certain limits, furnish very valuable information to the social worker. Among those recommended are:

1. Objective observation of the various forms of social interaction in the community and of the individuals that are in the center of them.
2. Informal interviews with a few informants, preferably long-time residents or people born in the area.
3. Observation of the visits made to the different houses and the persons making and receiving them.
4. Noting which persons take the initiative in the solving of the problems.
5. Noting the persons that organize the various social activities.
6. Observe which persons are the most respected in the community.
7. Information about the formal leaders in the community. In small communities, the elected posts are usually filled by informal leaders, that is to say, people who are strong informal leaders are most often elected to be officers in clubs and associations. In larger communities this will not be true in as many cases.

In 1962 Albanesi, a graduate student of the Institute conducted an exhaustive comparative study of three methods of identifying rural leaders. He used the sociometric question method as the base, assuming that leaders named by the people were the true and correct answers. For comparison he used the "judges" method, asking old-time residents to rate the persons living in the community as to their importance as leaders. Each name was placed on a card and the judges slowly sifted out the more important groups until they finally had those they considered to be most influential. They then ranked these in numerical order according to power.

In a second method, the authorities (formal leaders) were asked to perform the same operation as the judges. Each of the three methods yielded a list of about 10 people in a community of nearly 250 families. In comparing the lists secured under the various methods, it was found that that produced by the long-time residents included nearly every name mentioned most frequently by the survey of all the people of the community although the order was often somewhat different. The authorities were somewhat less accurate but they still were able to name 6 of the top 10 leaders. The study indicates, then, that we can utilize these methods with considerable confidence when time and resources do not permit a full sociometric questioning effort.

In conclusion, it is necessary that it remain clear that leadership is a phenomenon that exists and is created inside each social group -- it is not manufactured. Any attempt to heighten leadership or make it more effective must take into account that the qualities that make leaders are those decided upon by the community and a thorough study of these qualities as well as of the leadership pattern is necessary if real success is to be achieved through using leaders in a development programme.

Functions of Rural Youth Club Voluntary Leaders

The voluntary leader of a youth club is a person that serves without monetary payment as adult counselor of a club. The ideal is that he also be a leader in the community because as such he will have much greater influence over the members. Besides being a community leader, he must also be a leader among the youth--accepted as a respected and interested advisor by the members of the organization he will attempt to lead.

If the various functions of a voluntary leader are enumerated, it will be seen that they add up to a tremendous task and because of this, a great deal of attention must be given to helping voluntary

leaders become better able to carry out their duties. Among the many duties, the principal ones could be listed as: linking between the professionals of a programme and the youth and their parents, investigator, instructor, model and counselor.

Link between Professionals and Community

The first of these functions, linkage, is probably the most forgotten one and thus will be discussed first. A club agent or organizer must take care of a considerable number of clubs and members and because of this heavy load, he is unable to serve as linkage or "go-between" among the various segments of the community. Someone needs to discuss club organization and individual projects with the parents and with the members; someone must obtain permission for members to attend certain functions, conferences, compete with others in a contest, and hundreds of other small but necessary activities. Who is going from house to house to secure this permission, the approval to carry on such activities?

If a club is going to arrange a party, someone must obtain a hall, announce the event, perhaps arrange that pupils may absent themselves from the school classroom, and invite certain personages to the party. Are these jobs of the professional? Can he physically do all of these? Obviously, if he is to make all of these individual contacts he will hardly be able to do more than take care of one single club. The real truth of the matter is that these are not duties of the club agent--they are functions of the voluntary leader. Not only should these be jobs of the voluntary leader but, if the professional does them himself, he is probably proroguing the leader's rights and he will very likely find that in the future the leader will not be anxious to work closely with him.

Investigator

All social development work is based on the needs of the people and the work with rural youth clubs is no exception to this rule. The community's needs, as well as youth's needs, must be discovered. These will include social, economic and personal needs and, in addition, the members' likes and dislikes, personalities, abilities and values must be thoroughly understood if the programme is to be successful. Who is going to get all of this information? This information can be obtained only through multiple contacts with the members through home and farm visits, conversations with the members and their parents, teachers, priest or pastor, and other persons involved in the formation of the youth in the community. It is generally recommended that at least one visit per month be made to the home of each club member.

Club members do not live in a vacuum; they live in a community of human beings and these hold considerable influence over how a club is conducted, over the members' participation in it, and over its achievements. Voluntary leaders, particularly when they are community leaders, can carry the thinking of the community to the club agent and the ideas of the agent to the community, thus effecting an interchange of information and ideas that will greatly benefit a club's functioning.

A rapid calculation of the available time of a club agent will demonstrate that he cannot perform this function well. He must depend upon voluntary leaders to obtain the necessary information for the rural youth programme.

Instructor

The work of a voluntary leader that must occupy the greatest proportion of his time is that of instructor. Nearly all the changes that are desired in a community require teaching through either formal or informal methods. Four bases in the educational process of a club are usually proposed: teaching about the organization of the club, giving information about recommended practices for the home and farm, orientation on citizenship, and providing guides for better recreation. To ensure club success, the members must know how to run their club, the provisions of the constitution, the objectives of the group and other special rules. The officers of the club must know their rights and duties. That is to say, there is certain information that must be passed on to the members as individuals or as a group that will enable them to assume their responsibilities. This indicates, then, that the club agent must first educate his voluntary leaders and they must, in turn, educate the members.

The second phase, that of providing information about practices for the home and farm, requires two general abilities. First, the leader must have a good base in agricultural or home practices so that he can learn the new things that make life more pleasant and productive. This base is usually present in those with considerable experience as farmers or homemakers but some young people have learned enough in school so that they can readily assimilate what is taught. Naturally, the combination of a good school education and wide experience is the ideal. The agent must then keep himself abreast of the new practices that result from investigation and experiences in other areas. From this new knowledge, the agent must then select those items of value to the community, prepare simple written materials about them and then disseminate this knowledge through pamphlets, press articles, radio programmes or in meetings or training sessions with the voluntary leaders.

The third phase, or voluntary function as an instructor, is that of providing orientation toward better citizenship. Although the first two phases, club organization and farm and home practices, aid in the promotion of better citizenship, some specific activities and training are necessary if the greatest benefit is to be realized. Instruction must be given on the duties, rights, and responsibilities of a good citizen; over parliamentary procedures and public speaking. In essential ability that needs to be imparted is how to guide or lead group work or committee assignments as this is the ultimate in ensuring that social work is "helping people to help themselves."

Finally, some training must be given in effective recreation. The introduction of worthwhile activities, teaching the rules accompanying such activities, the philosophy of participating for participating's sake, and the use of recreation as an educational tool in the development of group and individual abilities and personalities are all necessary items in teaching recreation.

The voluntary leader is a very special kind of teacher. He must be able to teach about many subjects and do it in such a manner that the members learn voluntarily for young people do not have to be members and can withdraw at any time. His results can be measured in terms of the changes he effects in the lives of the young people and through them, the lives of the community as a whole.

Formal and Informal Training of Voluntary Leaders

In the training of voluntary leaders there exists two distinct problems:

1. The training of a voluntary leader who is not a community leader.
2. The training of a community leader so that he can become a good voluntary leader.

Concerning the first problem, unfortunately very little is known about methods that will help a person convert himself into a leader. It is hoped that, through the proper preparation for and functioning as a voluntary leader, he will become a community leader. He should gain some prestige within the group if he performs his functions well and thus should rise in leadership status.

The second problem is also little known. Much knowledge is available on the mechanics of teaching voluntary leaders and on the materials that should be taught them but almost nothing is known about the results of radical changes produced in him except that at times he becomes more of a leader than before and at times he changes so much that he is rejected as a leader by his group. It appears that the danger is not in acquiring new knowledge and skills, rather the harmful effects come from great changes in his personality. This frequently occurs when a person receives big prizes or is taken away from the community for long periods.

Despite these problems in training, the voluntary leader must perform certain functions, functions that at times they do not know how to perform. It becomes necessary, then, to provide information and develop skills in these persons. He must, in addition, feel capable of fulfilling his role and understand that he is part of a vast and important job, that of guiding rural youth to greater achievement. All of this means that the professional must teach the voluntary leader, thus effecting certain cultural changes in him. These cultural changes will presumably include modifications of knowledge, skills, attitudes and use of time. Also, his manner of thinking, feeling, and acting will probably have to change somewhat, in accordance with the new role he has accepted if some sharp conflicts in present values are to be avoided.

Content of Training Sessions

It is not possible to elaborate a complete and absolute list of the desirable contents for voluntary leader training because this depends strictly upon the needs of the members, the knowledge of the voluntary leaders and the available resources. It is possible, however, to indicate some general areas which should be covered if maximum success is to be expected.

According to the theories of group dynamics, a member of whatever organization will participate more profitably when he is thoroughly integrated into and understands the structure of the program. It is desirable, then, in youth organizations, to provide the leaders and members with the basic information about the history of the movement and the philosophy of the work. He must also be given a succinct description of the institution within which the movement functions and also a clear idea of its structure. It is indispensable that he clearly understand and accept the objectives of the organization and that he comprehend how these will be translated into local projects and activities. Even more important, the means of accomplishing the objectives must be separated, in his mind, from the objectives so that he will not "worship" activities for their own sake.

Bases of the Work

Rural youth work is neither an art nor is it magic; it is a combination of educational activities based on the human sciences. These bases generally comprise parts of psychology, sociology and pedagogy. Principles related to adolescence and learning are borrowed from psychology. Knowledge about groups, including leadership, are extracted from sociology. From pedagogy come the methods which might ensure the greatest possibility of success-- methods which are indispensable to proper teaching of young people. Among these the most essential are method demonstrations, meetings and home and farm visits.

It must be realized that only the most necessary of these sciences should be presented to voluntary leaders. Extension or any other development programme must work with the people at the level at which they are found, helping them to learn and change according to their possibilities. This means, then, that presentation is made only of the quantity and profundity of knowledge which they need and can absorb.

Organization

As in the case of the general movement and the sponsoring institution, the functioning and objectives of the individual club must be clearly understood by the leaders. A study of the club can be made through its constitution, its program and the many activities developed in the program.

Later, it helps to discuss the duties and functions of the involved personnel, both professionals and voluntary leaders. The details of an extensionist's work are of no particular interest but the broad general activities in which he engages, the work of the voluntary leader and the role of the members should be carefully outlined. "What is expected" of each one should be elucidated completely so that no misunderstandings will arise later. There are also various mechanics which can be explained: how to fill out reports, when to register members for a camp, who is eligible to participate in a certain event, how to do the program planning.

Projects

The degree of technical training given to the leaders will depend upon the projects being carried by the members, the knowledge the leaders have, and the goals of the programme. It is hoped that

each project leader will have sufficient basic knowledge so that it will be unnecessary to transmit these details. It will be necessary, however, to bring new information, approved practices and time- or money-saving ideas to the leaders so they can pass them on to the members. The professional has a permanent duty of keeping abreast with new developments through discussions with investigators, reading journals, studying books and learning through refresher courses so that he at all times is bringing new material to his leaders. The professional who fails in this sometimes finds voluntary leaders and even members far more advanced than he, creating an embarrassing situation. The language in which he receives the new material will usually be unsuitable for transmission to voluntary leaders and one of the chief jobs of the professional is that of reducing the information to understandable quantities and language.

Much of the information may be passed on to the voluntary leader individually during the professional's visits. At other times there will be several interested in the same subject and voluntary leader meetings or training camps can be arranged for the transmission of the knowledge. Monthly county or parish voluntary leader meetings serve admirably for this purpose, combining their regular business with some specified training in a technical subject.

Sometimes an agent feels that it is easier to demonstrate a skill to an entire club instead of to the voluntary leader. While the time involved may seem to be a saving, if the leader resents this usurpation of his duties or if the members learn more about it than the leader, his position will be threatened and he may soon think of leaving his club post.

Collective and communal projects are good methods of instilling the value of cooperation and of permitting the club to serve its community. These projects require special organizational and procedural skills and these should be taught the voluntary leaders. Recreation provides opportunities for personal and group development when it is planned and executed well. Leaders should be aware of the objectives of recreation and know how to handle it so that these objectives are realized.

Evaluation

The primary reason for evaluation is that of stimulating the members and the club to better complete their objectives. It should be a continuous process which permits frequent verification of the strong points of the work and those which can be improved. Project

leaders can use the project record book to gauge their progress; the coordinating leader can help the entire club to evaluate each activity and the whole program at the end of the year.

As a result of this evaluation, proper recognition of achievement, whether individual or group, should be made. This then, will serve as a stimulus for the rewarded persons and for the others to attempt to improve their level of performance. Recognition programmes which include prizes, newspaper articles, exchange trips, and higher positions tend to attract new members to the program and assist in making the general public aware of the activities of the club. Again it is necessary to be sure that voluntary leaders realize that not only the activities but also the recognition are but methods to gain greater achievement and that they must not become goals in themselves.

Formal Training

Formal training includes all teaching carried on in a classroom and under a formal programme. It might vary from a half day to several weeks but generally voluntary leaders cannot absent themselves from their occupations for more than a very few days and they often prefer only evening sessions. Formal training is probably somewhat more efficient than informal, chiefly because more technicians, audio-visual aids, and other teaching helps can be employed with greater success. Perhaps one of the most important features of group formal training is the opportunity for the leaders to interchange ideas and know each other's problems.

Occasionally some of the voluntary leaders will feel uncomfortable in the school surroundings, especially when they come from extremely poor environments. Care should be taken to avoid this problem when at all possible and sometimes informal training will have to be substituted for the classroom work so as not to cause personal disturbance on the part of some leaders.

In formal classroom work there is a tendency to utilize the same method hour after hour, resulting in boredom and low comprehension. While this is bad enough in any situation, when voluntary leaders are attempting to learn it is worse. Usually they are not used to sitting so long nor concentrating so much and the good trainer will vary his methods every hour, keeping the trainees alert and interested.

Informal Training

Even though informal is not the most adequate word for this type of training, it is the most common. It should be clearly understood, however, that the word does not mean accidental, casual nor unstructured; as with all training, it demands careful planning and execution. The desired results are the same: imparting knowledge and skills or changing attitudes.

Informal training is advantageous when very few learners can come together for the lessons or when the matter is only for an individual or two. While individual instruction is costly, it probably provides the most effective method for some subjects. Individual instruction has several advantages, outside of the learning; there is greater opportunity to cement long-lasting friendships, know the person better, and probe into areas that would be inappropriate in a group.

The final goal of teaching is learning; decisions about methods or techniques must be taken with this in mind. So the important consideration then is to look at the learner's situation, what is to be learned, and the resources available and through this examination decide which method or methods will achieve the greatest amount of learning within the possibilities of the situation. Thus, like all other methods, those which are formal or informal will be chosen in light of the results to be obtained and not on any particular merits of the methods in themselves.

Leadership is a social phenomenon; the group, consciously or unconsciously, decides what qualities it wishes to value and then determines which persons best represent them in terms of these qualities--these persons are then their leaders. These are usually termed informal leaders; those persons who hold appointed or elected positions will also be leaders but of a quite different nature for much of their power depends upon the position and not upon them. Some formal leaders, because of certain qualities they possess, will also be informal leaders.

Leaders can be identified; this may be done through asking certain questions to the people of a community, questions to which the answers will indicate whom they consider to be best fitted to perform various definite tasks or give help on specific problems. Since leadership is always derived from the group, acting on a specific subject, at a specific time, only the member of the group,

or those with intimate contact with them (such as long-time resident authorities or older residents in the area) can be expected to accurately name the leaders.

Once leaders have been discovered, there comes then the task of convincing them to work as voluntary leaders. Many people will be willing to help with youth work if the time they have available will suffice. Since leaders are usually busy people, it is best to think in terms of having several leaders for each club, thus sharing the burden of work. Even though the leaders will have several useful skills, they will need considerable training through the years. This training should aim at helping them understand their young people and how to work with them and, in addition, it should help keep them up-to-date on agricultural and home economics practices.

NOTE: This chapter is principally made up of adapted translations of articles written by Roy Clifford, Antonio Arce and Earl Jones for Vol. III, No. 4, *Extensión en las Américas*.

CHAPTER II

METHODOLOGY

Rural youth work, indeed rural social work of all kinds, demands the services of many volunteer leaders for the job to be done is great and the professional staffs are small. Sociology teaches that while professional and general collaborators can introduce many innovations, it is the real community leaders who will be responsible for the adoption of new practices in the rural areas. Recognizing this, several methods have been developed to identify these community leaders so they can be brought into the work.

One of these methods, sociometric questions, has been widely used and with considerable success. This method, then, was chosen as the basis for the investigation of leadership in the present study. In addition, since leadership cannot be isolated from its social setting, it was felt that it was necessary to thoroughly study the community so that the leadership could be understood in its framework of people, occupations, and organizations.

Choosing the Site

Several requisite conditions were set down for the community chosen for the research. The principal ones were:

1. The area should have active 4-H work being currently carried out.
2. The geographic boundaries of the community or communities should be easily definable.
3. The community should be a fairly well integrated one; some demonstration of joint community effort was desired so as to ensure this.
4. The community should present a generally rural pattern.

Following these guidelines, the joint communities of Bermaddy, Treadways and York Street were chosen. While politically they were listed as three, jointly they had constructed and were supporting a

community center, all three depended upon one post office and the farmers of the areas belonged to one cooperative. It should be noted, however, that two schools and two 4-H clubs exist in the area.

The Population Sample

The population of the three communities was reported to live in 269 households. Information previously obtained indicated that the population was fairly uniform in occupation, size of farm, and other general characteristics. For this reason, and calculating the amount of time available to complete the study, a 33-1/3% sample was decided upon.

This sample was taken geographically since lists of the home owners were not available for other sampling techniques. Every third house was interviewed, calculating this on exact geographical location along the various roads and tracks in the area. In several cases the head of the family was not at home during the interview hours, thus other houses had to be chosen, always the next one (or fourth house) being taken. (See Map 3 of the Bermaddy-Treadways-York Street communities; interviewed houses have been inked in solid.)

Before actually beginning the survey, a rough map of the area was obtained through the assistance of the headmasters of the schools and other authorities. According to this information, the total households should have been 338. Nevertheless, even after very careful checking, the number could not be confirmed by the investigators, and a total of only 216 houses were located. It is believed that the differences among the three numbers may be explained through the following:

1. The community maps are somewhat outdated; for various reasons, people on the edges of the communities are aligning themselves with other communities. Since the investigators specifically asked in which community an interviewee lived and discarded those answering outside those named, considerable variance could have occurred.

2. Much of the information on the maps furnished the investigators came from the schools; it was discovered that many children attend some certain school because they like the teachers or feel it gives better education even when they do not live within the school district. They must claim, however, to live in the district.

3. Probably some few houses were missed by the investigators although it is believed that this number is small. A few vacant houses were also encountered; these may have been counted into the original number.

The total number of interviewed households was 69, making a 31.9% sample of those found by the investigators. Since no great variation was found in the various studied characteristics, the investigators feel that the sample is representative of the population.

Except for the question concerning income, little difficulty was found in obtaining the answers. The interviewees were cordial and friendly and responded easily and naturally to the questioning. Announcement of the impending investigation had been made through the community schools, which helped introduce the interviewers to many homes. Even in those which had not heard the announcement, however, no difficulty was met.

Ten interviewers completed the data-gathering in about 11 hours. The interviews averaged about 1 hour and 15 minutes each. A general study tour of the area used about two additional hours.

Procedure

A draft questionnaire was drawn up by each of two study groups, following intensive study of the methods and procedures of such research and after a general description of the area was presented by persons acquainted with the area. In a joint session, then, the two were merged into one questionnaire which contained 17 questions for heads of families, four for women and nine for youth. It was planned that one woman and one youth between the ages of 15 to 20 would be interviewed in each household. Not all households contained youth within this age bracket, however, and only 39 were interviewed.

For the tabulation, the interviewers were seated in rows and each enumerated one question in all the questionnaires, thus ensuring that the same judgments would be made concerning the answers. Since interviewees' names were not asked, to give greater confidence for replying, each questionnaire was assigned a number and this used in the enumeration. Not only did this method provide for faster tabulation due to fewer waste motions in handling the questionnaires but it also provided for greater accuracy since each enumeration was made using the questionnaire number, thus enabling the tabulator to check his work.

After the results of these findings were obtained, each tabulation sheet was distributed to a different person than the one that prepared it, thus again reducing personal opinion in the data from the survey. The tables were then prepared. Finally, a section of the report was assigned to each of four teams of two who analyzed the data and wrote the final descriptions.

After editing by the research director, the report was read to the entire group and its content examined and approved. The tabulation required 6 hours of 10 persons' time, the preparation of the tables 7 hours for 9 people. These same people wrote the report in about 10 hours.

Many of the tables, particularly those naming the leaders, were simplified for greater comprehension. Items with low percentage values were dropped from the report or added into "other" figures when they were felt not to be essential to the description. Only persons receiving three or more mentions were named in the leadership survey. Since three would generalize to nine mentions for the entire population, based on a 33-1/3% sample, any person noted three times has been included. Names have been preserved in this report because it was felt that community knowledge of the findings would not cause difficulty.

Four procedural difficulties were noted by the investigators. These were relatively minor, however, and did not alter the value of the study. It was discovered that many farmers had more than one piece of land and these pieces were often scattered over the studied communities and even in some other. Some time was lost during regular working hours because the men had to be sought out in other areas. Some also work away from home and arrive late to their domiciles. Where it was impossible to find them during the time allotted for the survey, another house was chosen.

Question 8e regarding 1962 income had to be discarded as some appeared to be unwilling to answer and many others were unable to do so. Few farmers in this area keep records and often market their crops in small quantities, making it very difficult even to estimate income. The services available to most homes are exactly the same in regards to lighting, bath facilities, and water, making several parts of question 7 unnecessary.

Objectives

The research objectives were formally stated as follows:

1. To study the communities in sufficient depth so that the leadership pattern could be understood in its social and economic context.

2. To determine some of the community basis for practical programming work.

3. To identify community leaders in community organization, home skills and

CHAPTER III

GENERAL COMMUNITY DESCRIPTION

The area studied comprised three communities: York Street, Treadways and Bermaddy, and lies approximately four miles north-east of Linstead in the Parish of St. Catherine, Jamaica. (For exact location see Maps 1, 2, 3.) Bermaddy and York Street are older communities than Treadways. The latter is a land settlement, the development of which began in 1939. It is considered to be one of the more successful land settlement projects in the island.

Although mentioned in the previous chapter, it is necessary to describe the existing pattern as concerns community names in the area since there were two distinct trends noted. First, the investigators believe that the old geographic zones limiting these three communities no longer pertain. Both Bermaddy and York Street appear to be losing their status as communities in the minds of the people since many, clearly living inside the old community boundary, gave Treadways as their residence. So much did this occur, in fact, that Treadways appeared twice as big as both the others combined. It should actually be smaller than either one.

Several reasons have been advanced to explain this change. The three are served by only one post office, located in Treadways and named Treadways. In addition, both the community centre and the farmers' cooperative are located in Treadways. Their continued functioning over several years has undoubtedly served to erase some community boundaries. It should be noted that this is occurring despite the fact that both Bermaddy and York Street have primary school while Treadways has none.

A second trend noted, although to a much smaller degree, was to use the tiny district name as the answer to the question on name of community. All Ruxley residents gave that name as their residence even though they live in the "legal" Bermaddy community. The people on Burke Road also tended to give that name instead of the name of the larger community. No particular reasons for this phenomenon could be obtained.

The Populace

Within the area of approximately 12 square miles, 216 homes were located. This area is considered to carry a heavy concentration of population in comparison with other rural communities in Jamaica. In terms of size of family, however, this was not borne out in the survey as the number of children per family ranged from 0 to 13 with an average of 4.1. Five families had no children and only one had more than 10. This would appear to be contrary to most information concerning family size in rural Jamaica, and some possible explanations for this will be advanced.

The age range of heads of families was also considered to be unusual (Table 1 and Figure 1). About 56% of the heads of families (8 women and 61 men) are from 50 to 79 years old while only 4% were in the 20-29 year bracket.

<u>Age Group:</u>	<u>Nos.:</u>	<u>%</u>
1. 20-29 yrs.	3	4
2. 30-39 yrs.	14	20
3. 40-49 yrs.	11	16
4. 50-59 yrs.	16	24
5. 60-79 yrs.	22	32
6. 80- yrs.	3	4

TABLE 1: Age group of Heads of Families Interviewed

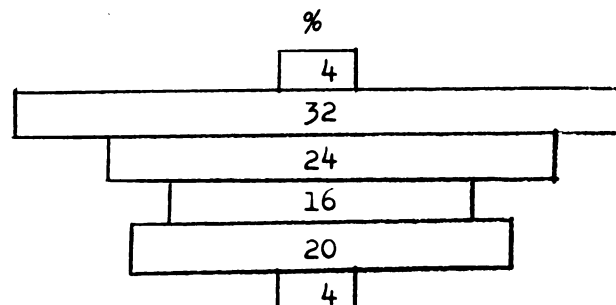


FIGURE 1: Age Pyramid of Heads of Families showing Percentage of each age grouping

While it seems normal to have 4% of the heads of families in the eighty-plus range, the fact that that same percentage occurs in the most prolific age group, 20-29, gives rise to certain hypotheses which should be tested in future investigations:

1. People may be becoming heads of families at a later age than formerly. The fact that 5% of the total population is in the 20-29 group and still resides singly at home, seems to support this idea.

2. Some of the younger people who might have now been heads of families have migrated. Table 2, distribution of children of heads of family according to sex, age, and residence, shows that 10.3% of the population is of this younger group and is now living in England or the United States. Another 8.6% now resides in other parts of Jamaica.

Residence:	Sex:	% in each age group					Total
		0 - 10	11 - 20	21 - 30	31 - 40	41 +	
Community	M	21.1	15.1	2.2	1.5	1.1	41.0
	F	16.2	11.0	2.9	0.7	0.7	31.5
Kingston	M	0	0	2.2	0	0	2.2
	F	0	1.5	2.6	0.3	0.7	5.1
Elsewhere in Jamaica	M	0	1.1	0.3	0.3	0.7	2.4
	F	1.5	1.1	1.5	1.8	0	5.9
England & U.S.A.	M	0	0	2.9	1.8	0.7	5.4
	F	0	0.3	4.0	1.5	0.7	6.5
Total		38.8	30.1	18.6	7.9	4.6	100.0

TABLE 2: Distribution of children of heads of families according to age groups, sex, and residence.

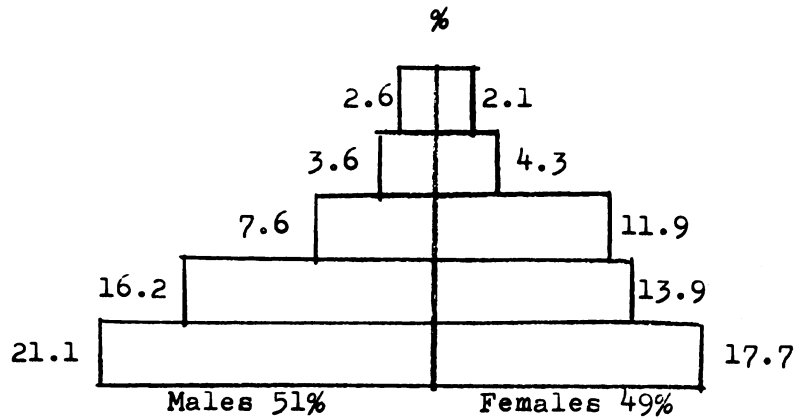
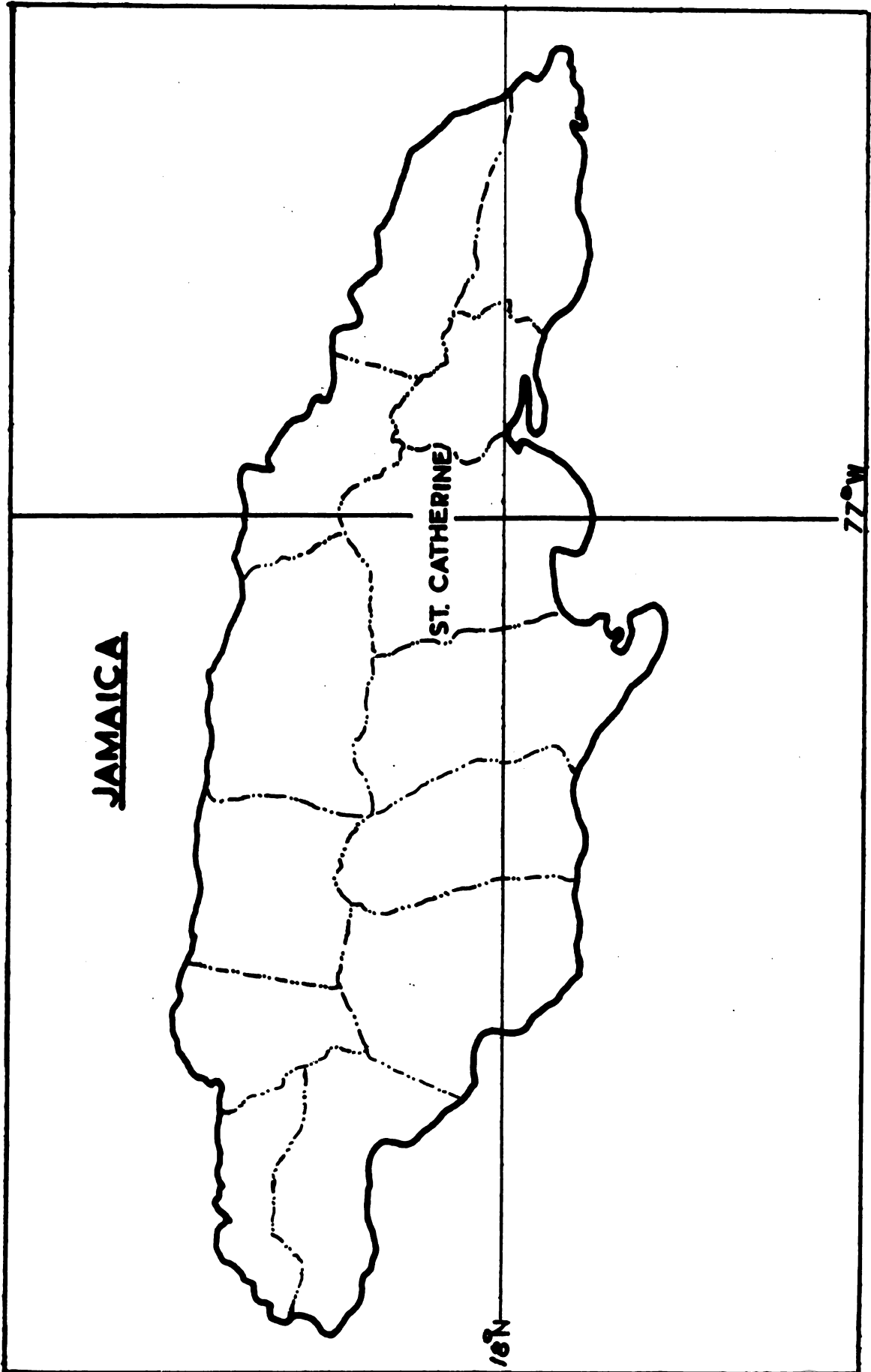


FIGURE 2: Sex-Age Pyramid of children of Interviewed Heads of Families showing Percentages of each Grouping.



JAMAICA

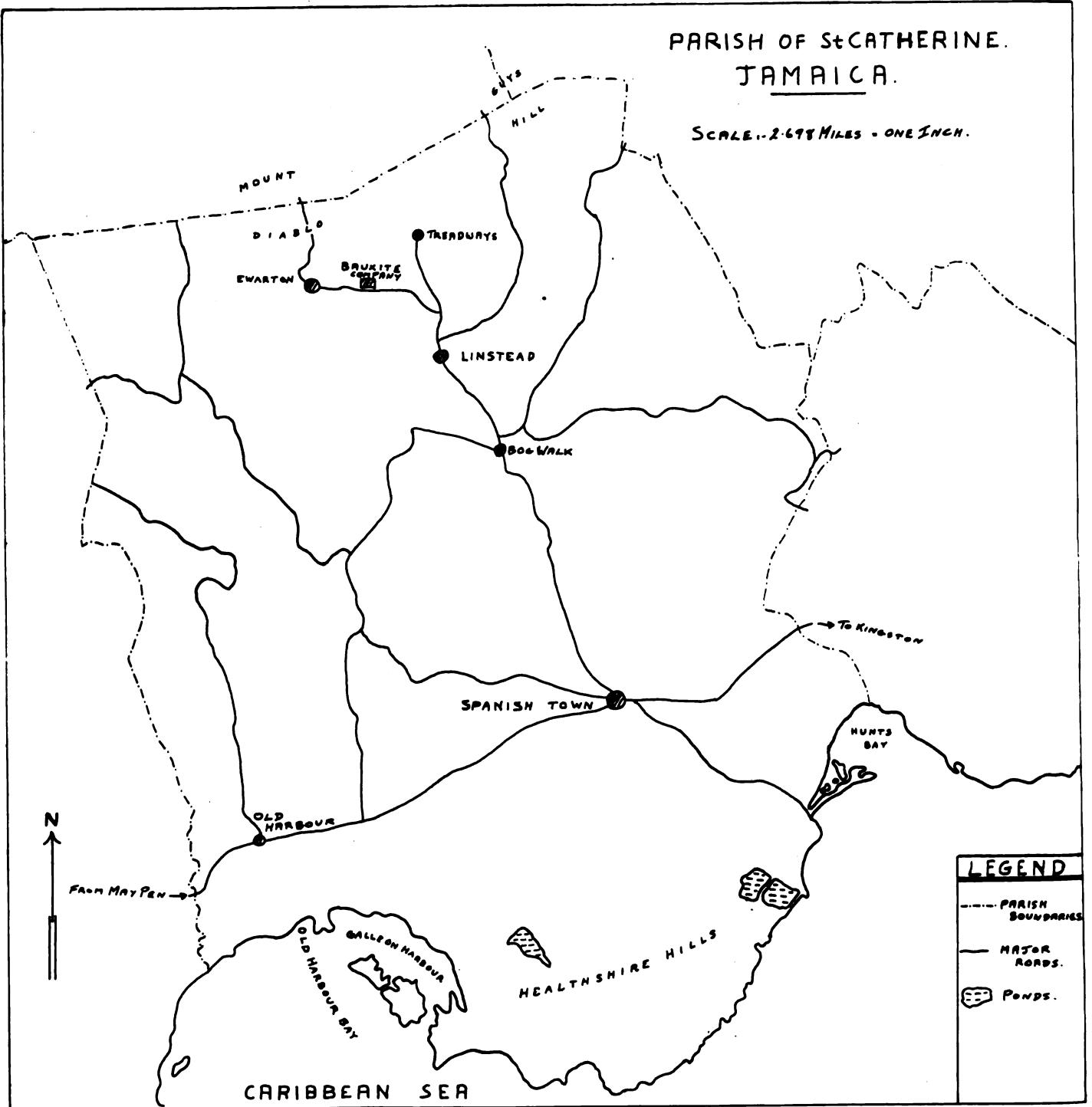
ST. CATHERINE

16°N

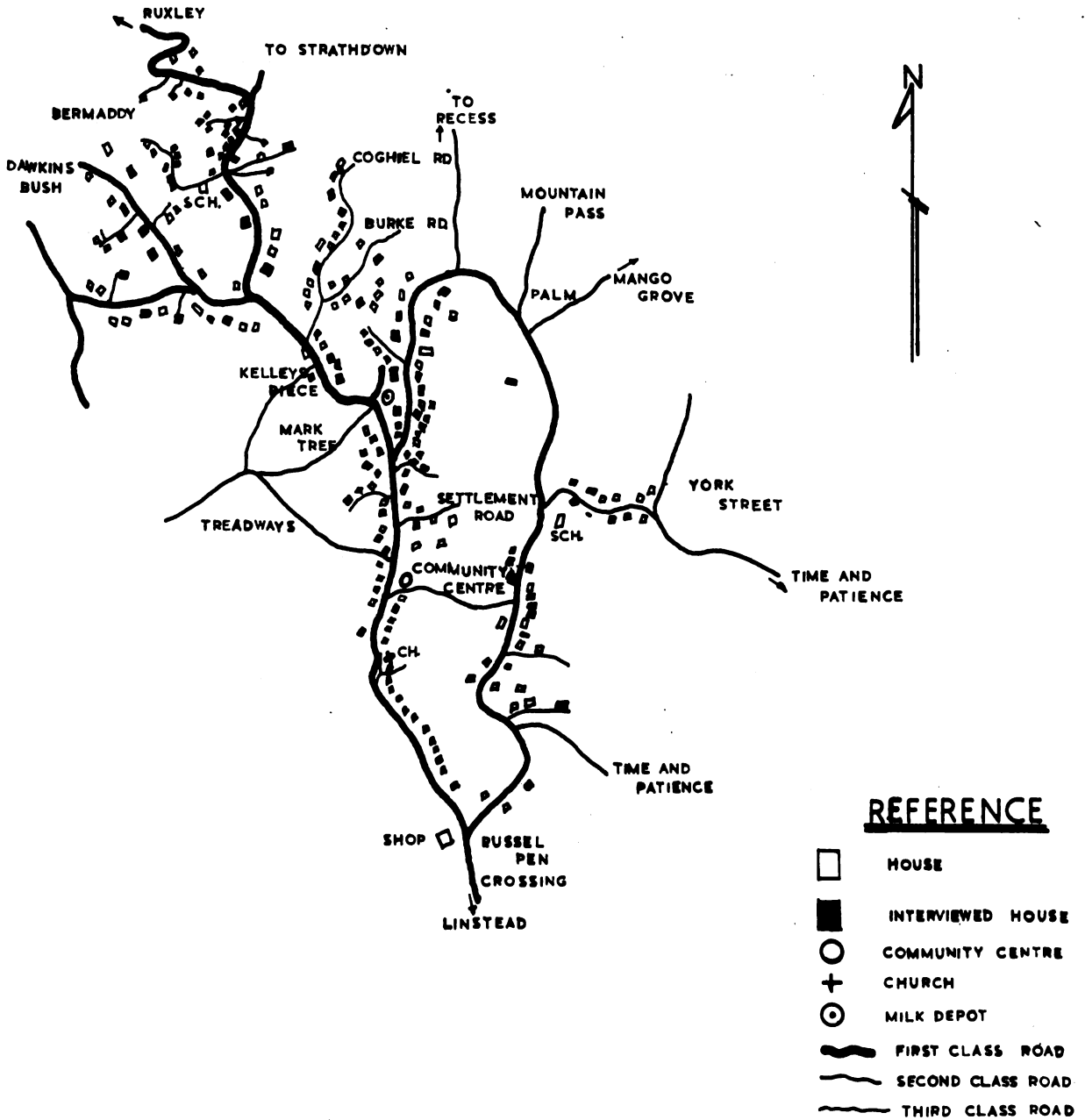
77°W

PARISH OF St CATHERINE.
JAMAICA.

SCALE - 2.698 MILES - ONE INCH.



MAP OF TREADWAYS BERMADY YORK STREET AREA
 IN ST. CATHERINE
 SCALE 1" IN 50,000.



There is considerable feeling that "Times are hard" in these communities now and thus an economic factor may be operating to reduce the size of families of the area. A very frequent comment was that the farms are already small and cannot be subdivided again.

By referring to Table 3 it can be seen that 70% of the houses in the area have a board floor, zinc roof and concrete walls.

	<u>Tile & Board</u>	<u>Concrete</u>	<u>Board</u>	<u>Total</u>
A. Floor	5	18	46	69
	<u>Thatch</u>	<u>Shingle</u>	<u>Zinc</u>	
B. Roof	3	12	54	69
	<u>Daub</u>	<u>Board</u>	<u>Concrete</u>	
C. Walls	9	13	47	69

TABLE 3: Materials Used for Building Floor, Roof and Walls of Houses of Interviewees.

The housing was quite uniformly good; only three had thatched roofs and only nine had wattle and daub walls.

Although a few homes presented extreme crowding, by far the most of them showed only one or two persons per room. (Table 4) It is apparent that the self-help and loan schemes for housing aided considerably in this area.

Persons per Apartment *

	Less than "1"	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
No.	8	22	20	9	4	1	3	-	-	2
%	12	32	29	13	6	1	4	-	-	3

* Apartment in Jamaica is equivalent to room in some other areas.

TABLE 4: Distribution of Persons per Apartment of Families Interviewed.

There are two primary schools in the area, one at York Street and the other at Bermaddy. Both are modern buildings and adequately equipped. About 33% of the children of interviewed families had left school in the sixth standard of the primary school. Only 5% had done some secondary education and 1% technical or university training. It should be noted that 29% completed fourth standard, and the rest even less, indicating that there is still a great deal of work to do before the educational level is satisfactory.

Table 5 outlines the principal occupations of the area. Many have more than one occupation, as some of the items indicate; in all cases the principal occupation is listed first. Agricultural workers include full time workers and those who had a very small piece of land but derive most of their income from working out.

<u>Occupation:</u>	<u>Percentage:</u>
Farmer	62
Farmer-Craftsman	6
Farmer-Labourer	1
Farmer-Other	6
Housewife	6
Higgler	4
Labourer	4
Craftsman	3
No occupation	3
Nurse	1
Other	<u>4</u>
Total	100

TABLE 5: Distribution of occupational patterns of Heads of Families

Because they are very widely scattered, the full data on occupation of the children of heads of families is not presented in this report. It is notable, however, that 12% of the children from this area are now nurses and that 2% are qualified teachers. Among the manual skills, dressmaking (8%), mechanics (8%) and masons (7%) are the most frequent. Although adequate explanations are not available, it is interesting that many parents who have children overseas were unable to name these children's occupations.

Community Services

The three communities are well served with roads. Apart from the main roads, there is a network of land settlement and parochial roads. Despite this fact, the highest percentage - 25% of the people interviewed on community problems - still considered roads to be their major problem. (Tables 6, 7)

<u>Problems:</u>	<u>No.</u>	<u>%</u>
Poor Roads and transportation	27	27
Lack of Electricity	15	15
Poor Credit Facilities	14	13
Poor Water Supply	12	11
Lack of Employment Facilities	8	8
Poor Community Spirit	7	6
Insufficient Land	5	4
Lack of Agricultural Labour	5	4
Poor Agricultural Services	4	3
Poor Social Welfare Services	3	3
Poor Medical Facilities	3	3
Poor Land Drainage	<u>3</u>	<u>3</u>
	92	100

TABLE 6: Number of people in the three areas who named various community problems

When asked their opinions on the roads, nearly 42% of the interviewees listed them as "poor" and 32% as "very poor". This survey was undertaken after continuous, heavy rains and this contributed to the conditions of the roads and undoubtedly influenced the judgment of the people or inordinately called their attention to them.

<u>Services:</u>	<u>Percentage of Opinion:</u>					
	<u>Very good:</u>	<u>Good:</u>	<u>Fair:</u>	<u>Poor:</u>	<u>Very Poor:</u>	<u>None:</u>
Roads	-	6	20	42	32	-
Water	9	40	29	16	6	-
School	54	41	3	-	-	2
Cooperatives	4	17	16	19	2	42
Social Welfare	2	4	18	33	11	32
Agricultural Extension	8	20	16	16	16	24
4-H Clubs	16	34	7	4	2	37

TABLE 7: Opinions of Heads of Families Concerning Community Services

Fourteen per cent of the replies contained complaints about the lack of electricity in the area. Of a total of 69 households, only one had electricity in the home and this was supplied by a diesel dynamo.

Medical attention can be had daily in Linstead. A baby clinic is held monthly by a doctor at the community Centre in Treadways. Only 3% considered medical facilities to be a community problem.

There is a piped water supply running through almost the entire area. Most families obtain their supply from public standpipes along the roads. A small percentage has pipe-borne water in their homes and a few collect water from springs. Many still use catchments for conserving rainwater. Some 69% considered the piped supply as "good" or "fair" while 22% judged it "poor" or "very poor". There are some areas to which water hardly arrives during the dry season. This was indicated by the 11% that mentioned it as one of the principal problems of the communities.

Thirteen per cent of the farmers gave "inadequate credit" as a community problem. Government credit was partly curtailed during 1962 but certain projects could have received some credit support from the banks.

There is a wide difference of opinion about the various services offered to the area. Only the schools escaped a "poor" or "very poor" rating by at least a few people. 4-H Clubs received mostly favourable judgments and Social Welfare was the most seriously criticized. Some residents declared that once Treadways had been a sort of "showplace" and received an enormous amount of attention but now it receives about the same amount as any other community. Many people continue to compare what the previous service was with that now available and find fault with the Commission for the difference. Frequent changes of personnel also seem to be weakening the programme.

In the communities, 44 of 69 heads of families showed close church connections. The next most popular organization was the Jamaica Agricultural Society with 34 members. There were 12 members of the cooperative among the interviewees. Membership in the Settlers Association, Parent Teacher Association and Commodity Groups was very small. A significant number, 12 of 69, belong to no organization.

The membership in 4-H Clubs among children of interviewed families varied in the three districts. In Treadways, where no 4-H Club is located, 28% of the 10-45 year group had been or are at present 4-H members. In York Street 39% and in Bermaddy 54% of the potential has at some time been in the movement. Bermaddy has one of the oldest 4-H Clubs in the Island.

CHAPTER IV

FARMING PATTERNS

Like most rural Jamaican communities, these show a largely subsistence economy with a variety of minor crops planted on each farm. As is also common, two or more crops are planted together, leading to a hand cultivation, low technology agriculture. The general earning power has provided some improvement in level of living of the many families in the area and has also allowed, as seen in the previous chapter, the attainment of a somewhat higher level of educational preparation than in many sectors of the island.

Many well laid-out farms can be observed and these present an obviously better income even when the acreage is not any larger than others with the traditional pattern of mixed crops. These few farms appear to use many modern farming techniques although even these need a great deal more professional advice. The few larger farms and adjacent estates generally concentrate on sugar cane and citrus and provide a source of additional income to the general community in that they utilize local labour on both a part time and full time basis.

Land Tenure

One of the outstanding features of the area is that 84% of the families interviewed own the land on which they live and work. This has brought a sense of satisfaction and security which was easily discernible in the interviews with the people. Considerable pride was demonstrated when the farmers could report that they were the owners of their lands.

About 10% of the families live on and cultivate lands which are rented from absentee owners. The interviewers judged the farming practices on these lands to be inadequate; in most cases a purely subsistence farming is used. These rented lands are generally of very small size.

The remaining 6% live as "tenants-at-will", that is, on lands which they neither own nor rent but which in most cases belong to relatives who allow them the use of the land temporarily. These

holdings were also very small and in the majority of the cases serve almost exclusively as house lots rather than farms although some small amount of ground provisions might be found.

The actual distribution of the farms according to size is shown in Table 8. Almost 55% of the holdings under review were from 1 to 5 acres. This high percentage of small holdings, in an area where this size is ordinarily not a commercial economic unit, has resulted in many economic and social problems, some of which have already been mentioned in this report. Only three farms reach the large farm category and these range from 20 to 50 acres.

<u>Acreege Range:</u>	<u>No. in Group:</u>
Less than 1	12
1 to 4.9	38
5 to 9.9	10
10 to 19.9	6
20 to 49.9	2
50 and over	<u>1</u>
Total	69

TABLE 8: Distribution of Size of Holdings of Interviewees

Crops

Of the crops grown in these three communities, citrus and sugar cane are of the greatest economic importance, with coffee, cocoa, and coconuts following. The area appears to be almost ideally suited for the growing of citrus; few disease or pest problems were noted in the orchards and the farmers reported they had no difficulties with this crop, except that the price has been unstable, a limiting factor in the expansion of its cultivation.

Although sugar cane ranks high in the percentages of crops grown, technicians feel that it is not the best crop for the region. The cane here is of low sucrose content and the transportation costs are high since there is no factory located nearby. Cane growers also complained that insufficient and inadequate labour causes them

considerable difficulty through much of the harvest season. For these reasons, the Ministry of Agriculture and Lands recommends that these lands be planted to some type of tree crops, principally citrus, coffee, or cocoa and that they be grown in pure stands, rather than mixed or grown with ground provisions. To increase the growing of citrus, the Ministry has established a citrus demonstration grove between Treadways and Bermaddy and its results are favorable.

Coffee, cocoa and coconuts are for the most part grown on an intercropping basis and the cultivation practices are notably weak. A great deal more effort needs to be made on establishing better pruning and fertilization practices for these crops.

As can be seen from Table 9, mixed crops, which include ground provisions, are the major production of 20% of the farmers in the survey. Most of these are grown for home consumption and only small amounts are sold, usually in the same locality. Those few that are sold usually find their way to market through higglers.*

<u>Crop:</u>	<u>Percentage:</u>
Citrus	20
Sugar Cane	15
Coffee	12
Cocoa	10
Coconuts	10
Pineapples	4
Bananas	4
Mixed Crops ^Q	20
Pasture	1
No Crops	4

^Q Includes ground provisions for home consumption

TABLE 9: Distribution of types of crops grown in the community.

* A higgler is a person, usually a woman, who buys up small quantities of produce from various families and takes it into one of the bigger markets. In this case they usually go to Linstead.

Heading the list of crop problems is that of shortage of labour, mentioned as 44% of the total problems named. This would be another indication that sugar cane is not a recommendable crop for the area since it is recognized as one of the highest labour consuming of the tropical crops. Twenty-one of the farmers said they had no problems in connection with their crops. (Table 10)

Problems:	No. of Heads of Families that Mentioned Problem:
1. Lack of Agricultural Labour	19
2. Disease, Pests & Rats	10
3. Poor Marketing Facilities	7
4. Insufficient Credit	6
5. Poor soils and Low yields	5
6. Foods	5
7. Transportation of Products	3
8. Insufficient Land	2
9. Pradael Larceny	1
10. Lack of Technical Advice	1
11. No problem stated	<u>21</u>
Total	<u>69</u>

TABLE 10: Chief Crop Problems in Community according to opinions of 69 Heads of Families

Note also that pests and diseases appear as frequently mentioned problems. While considerable progress has been made on these problems by technicians from the Ministry, it was observed that few farmers are systematically spraying or giving other treatments to combat the diseases, fungi, and other crop difficulties. A conscious need for their control needs to be built up among the agriculturists of the Bermaddy-Treadways-York Street area.

Livestock and Poultry

The rearing of livestock and poultry is not a major pursuit in these communities and apparently adds very little to the money income of the farmers although it probably adds a sizable amount to the family table. In general, the keeping of cows is done on a dual

basis--for milk and meat--despite the fact that it is carried out on a small scale. Only one family has a really commercial livestock enterprise. The "one to two cow" owners exist in rather large numbers. (Table 11)

Although 30 of the interviewed families keep pigs, again this farm animal is not reared on a scale to be of high economic importance. One family owned 11 pigs while the great majority rear from one to three.

Poultry, reared by 51 of the 69 persons interviewed, is done purely to satisfy home needs and with perhaps a few eggs or chickens sold to neighbors. The birds are a wide mixture of breeds and crosses, varying from bantams to heavy-type birds. The common fowl is the most frequently found and appears to be a Java-type bird. No flocks of pure European strains were observed.

The donkeys, mules, and horses are reared chiefly for transport purposes. There are sections of these communities which are at times inaccessible by motor vehicles and these animals are used to convey both people and farm products to points of accessibility. From these points, most products are carried by trucks or cars. No oxen were found in the survey.

<u>Classes of Livestock:</u>	<u>Families owning 1 to 3</u>	<u>Families owning 4 to 10</u>	<u>Families owning 11 or more</u>	<u>Total Fam. owning this class</u>
Pigs	27	2	1	30
Cows	16	2	0	18
Goats	3	1	0	4
	<u>Families owning 1</u>	<u>Families owning 2</u>	<u>Families owning 3 or more</u>	<u>Total Fam. owning this class</u>
Horses & mules	5	0	0	5
Donkeys	10	3	1	14
	<u>Families owning 1 to 10</u>	<u>Families owning 11 to 20</u>	<u>Families owning 21 or more</u>	<u>Total Fam. owning this class</u>
Poultry (fowls)	24	21	6	51

TABLE 11: Distribution of the different classes of livestock among the 69 families interviewed

Few farmers were able to name specific livestock problems although the animals of the area were obviously not doing very well. Most of them were very thin and many appeared ill. Seven people did mention poor feed and a few mentioned various diseases although this was usually done by saying "my goat is sick" or "the chickens are dying".

<u>Problems:</u>	<u>No. of people in sample:</u>
Poor feed	7
Fowl cholera	4
Mastitis fever	3
Water	1
Low milk yield	1
Housing	1
Low prices	1
Goat sick	1
Total	19

TABLE 12: Livestock problems according to the 19 persons responding

Despite the livestock owners' inability to mention specific problems, the investigators were able to observe some definite difficulties. The most important of these is the lack of feed. Farmers rarely have specific pasture areas for their stock and tether them along the roadways or among the trees in their cropping lands. This does not furnish nearly enough feed and many animals, except for three or four cases, were in nearly the same condition as those with only roadside grazing. The pastures usually had many unpalatable weeds and brush mixed with the grasses and few had introduced or maintained the new species recommended for the area.

Arising from this tethering of the animals, also appeared a second problem, that of insufficient water for the animals. Several were noted during an entire day to be tied up in sun and apparently were never taken to water nor was water brought to them. The exposure to the hot sun, insufficient water, and low quality feed certainly contributed to poor animal condition and subsequent poor production.

Farm Management

About 47 of the farms interviewed are fully operated by the farm family. This is not surprising since over half were under five acres in size. Another 32% are operated by labour composed of varying combinations of family and hired workers, with the hired labour being chiefly a few days work during peak harvest seasons in most cases. Sugar cane growers were the majority that reported the use of hired workers. Some 14% use only hired labour, the family contributing relatively nothing to the farming practices. These were generally older people and with larger holdings. Some of the households headed by women have to resort almost entirely to hired labour also.

<u>Source of Labour:</u>	<u>Percentages:</u>	
Operator only	19)	
Operator & family	16)	47
Family	12)	
Operator & hired	22)	
Operator, fam., & hired	9)	32
Family & hired	1)	
Hired only	14	14
No farming	7	7

TABLE 13: Distribution of Labour used in the Farming Operation

In many Jamaican communities, agricultural and other farming pursuits are financed by credit and subsidies even in cases where families are able to meet the expenses involved in these operation. These loans are most often made for planting or maintaining crops or to build and improve farm houses. Very often the amount of money available for these loans is inadequate and many families cannot be helped. Other people refuse to use credit because of the surities demanded; in nearly all cases a registered land title must be presented and is mortgaged.

During 1962 very little money was available for farm loans and only those installments were allowed on projects which had begun earlier and were continuing. For this reason, only a small number of persons reported them for last year. (Table 14) Very few subsidies were given in 1962 and only two persons in these three communities reported receiving payments.

<u>Source:</u>	<u>No.:</u>
P. C. Bank	8
Co-operative Societies	5
Commodity Organizations	5
J. S. W. C.	1
Other	2
No Credit	<u>50</u>
Total	71

TABLE 14: Sources of Credit
utilized in 1962

As has already been mentioned, by far the largest proportion of the people do their marketing through higglers. The total amount of product sold this way, however, is small. The higglers mostly sell the produce at Linstead or Bog Walk.

Citrus grown by larger producers is sold directly to the Citrus Growers Association at Bog Walk where it is processed at the canning factory. Citrus from small growers is sold fresh in the open markets or resold to the factory for juice.

There is a Cane Farmers' Association in the area, which among other kinds of assistance to its members, manages the transport and marketing of the cane to the sugar factory at Bybrook. Although there was some complaint about the efficiency of the organization, it continues to serve most of those who cultivate more than an acre of cane.

Coffee and cocoa are sold within the community, especially when grown on small farms. The dried harvest is sold to the shop-keepers and to other individuals who accumulate the small quantities and in turn sell to the bigger markets outside the communities.

CHAPTER V

LEADERSHIP PATTERNS

In the proper execution of any development programme, and particularly in a rural youth programme, it is impossible to overestimate the value of voluntary leaders. This is especially true when the voluntary leaders are community leaders. But, who are these leaders? While there are several definitions, the simplest is "someone who has followers." Among these, two general categories are usually distinguished: formal (elected or appointed) and informal (arising out of the community because of certain skills or characteristics they possess.)

This latter group is particularly valuable to professionals in rural work for through them, new skills and knowledge can be transmitted quickly and effectively to their followers. The problem is, then, how to recognize these leaders. As a step in this direction, a questionnaire was administered in the Bermaddy, Treadways, and York Street areas in order to identify the leaders now existent.

Leaders Named by Adults

Examining carefully the structure of the communities, it was decided that leadership should be studied in several special kinds of situations and groups. These included: leaders among adults, men and women, and among the youth; special skills, representational and occupational; geographical limits of the three communities. Of the situations chosen, only two were unconfirmed by the results of the investigation: youth did not agree on any strong leadership in recreation, and geographical community boundaries did not, in general, limit the influence of leaders in any field. All others will be discussed in the following sections.

Representation

When asked about their choices for members of a deputation to the Government concerning a farm question, 22 of the 69 heads of families named William Fletcher, the owner of a middle-size farm

in the area. He does not currently hold any formal post in the communities. Following him, Miss M. I. Turner, headmistress of the Bermaddy Primary School, Mr. V. G. Masters and Mr. Andrew Crosbourn received 19, 16, and 12 mentions, respectively. This is considered to be a particularly strong leadership pattern since on a one-third sample basis, this would mean that Mr. Fletcher has 66 followers. In few other leadership studies have persons been found with so much influence. (Table 15)

<u>Persons named:</u>	<u>Total times named:</u>
Fletcher, William	22
Turner, M. I. R. (Miss)	19
Masters, V. G.	16
Crosbourn, Andrew	12
Morrison, William	11
Richard, S. G.	9
Dunn, Nicholas	7
Hinn, A.	6
Matthews, Roy	5
Gyles, Reginald	5

TABLE 15: Persons suggested to go on a deputation to Government on a matter concerning farmers.

When asked to select a committee to see that repairs were made to the community centre, an almost identical pattern, both in strength and persons named, was demonstrated. A fourth person joined the strong three, Mr. William Morrison, who has been active in the functions of the centre. (Table 16) The most significant factor in this pattern is that Miss Turner was the only professional person named, despite the fact that many government people work in the area and at least two of them have these kinds of tasks as their specified jobs.

<u>Persons mentioned:</u>	<u>No. of times Mentioned:</u>
Mr. Fletcher	21
Mr. V. Masters	21
William Morrison	19
Miss Turner	10
Mr. B. Giles	6
Andrew Crosbourne	5
Bertie Harrison	5
J. Richards	4
Miss Lawrence	4
Mr. S. Lawrence	4
Mrs. Richards	3
Massa D. Edwards	3

TABLE 16: Persons suggested by Heads of Families to form committee for repairing community centre

<u>Persons mentioned:</u>	<u>Times Mentioned:</u>
Mrs. Pearl Somers	36
Miss Madame Taffe	29
Mrs. Clara Henry	13
Mrs. Esmeda Gidden	4
Mrs. Maude Cogheil	5
Mrs. Josephine Crosbourne	4
Miss Flora Innis	3
Mrs. W. Fletcher	3
Miss Emeirch Harrison	3
Mrs. R. Williams	3
Mrs. Hubert Anderson	3
Miss T. Small	3
Mrs. Pearl Gidden	3
Without Information	22

TABLE 17: Leaders named in Cooking and Sewing

Cooking and Sewing

The question dealing with leadership in the fields of cooking and sewing reflected a clearcut and positive opinion on the part of the interviewees. Although this information was solicited through two separate questions, the results were almost identical. In both instances, the women in the villages selected Mrs. Pearl Somers, Madame Taffe and Mrs. Clara Henry, in that order, as the people they would ask to help with these skills. These ladies overshadowed the others mentioned by a wide margin. There was a fairly high incidence of people who either could not think of anyone, did not know, or said they would not ask for help. (Table 17)

Catering

As Table 18 indicates, except in the case of Mrs. V. Richards who was given the highest rating, the leaders in this field were mainly teachers at the primary school in Bermaddy. It is also worthy of note that Miss Eddie Gidden, a 4-H member of just 19 years of age, was named with a comparatively fair frequency in this service.

<u>Persons mentioned:</u>	<u>Times Mentioned</u>	<u>Name:</u>	<u>Percentage:</u>
Mrs. W. Richards	23	James Buddoo	20
Miss M.I.R. Turner	19	Geresford Anderson	16
Miss M. A. Heron	12	S. G. Richards	9
Miss I. L. Small	9	Archie Crossbourne	8
Miss Edie Gidden	8	Willie Fletcher	5
Mrs. William Fletcher	7	Mr. Gidden	4
Mrs. MacCaw	5	M. I. R. Turner	3
Mrs. Pearl Somers	5	Mr. Hinn	3
Mrs. Henry	4	W. Morrison	3
Mr. W. G. Masters	4	J. Masters	3
Mrs. William Morrison	3	Others	<u>26</u>
Mrs. Ewin Matthews	3	Total	100
Mrs. John Palmer	3		

TABLE 18: Persons Suggested by Women of the Community to be in charge of Catering for an important Function

TABLE 19: Leaders in Treadway-Bermaddy-York St. based on people most named by heads of families as able to help with their crop problems.

Crops

Apparently few leaders have developed in the subject of crops, as can be seen in Table 19. The top persons named, Mr. Buddoo and Mr. Anderson, are both extension officers. They received 20% and 16%, respectively, of the total mentions.

Livestock

The foregoing observation is even more emphasized in the case of livestock. In this field, the veterinary or livestock officer, both of whom are paid government specialists, secured 35% of the mentions, thus outstripping the nearest runner-up, Mr. Jocelyn Taffe, four times. Many people were mentioned in this regard but most of them received only one or two namings. Since livestock farming is not done on an intensive scale, it is likely that not much leadership is built up among local farmers. (Table 20)

<u>Name:</u>	<u>Per Cent:</u>
Veterinary/Livestock Officer	35
Jocelyn Taffe	9
Beresford Anderson	7
F. Buddoo	4
Others	<u>45</u>
Total	100

TABLE 20: Leaders in Treadways-Bermaddy-York Street based on persons most named as being able to help with livestock problems

Leaders Named by Youth

It was felt, and justly so in most cases, that youth might choose different leaders than the adults or name them in a different order. Curiously enough, they quite confidently named leaders in the crops and livestock fields, even when their parents were unable to do so. It will be noted, however, that they rarely named completely new persons in any field rated by adults; they generally only varied the ranking given them.

Club Leader

In club work, the selection of the voluntary leader should be the prerogative of the members. To get an idea of the thinking of the youths (15 to 21 years old) about whom they would choose were another 4-H club to be organized in the area, two professionals, Mr. Buddoo and Miss Turner, led the list, followed by Mr. S. G. Richards. Several others received some mention. (Table 21)

<u>Persons Mentioned:</u>	<u>No. of Times:</u>
James Buddoo	8
H. I. R. Turner	6
S. G. Richards	5
Tenol Findlay	3
Eddie Gidden	3
Miss Henry	4
Josephine Crosbourne	3

TABLE 21: Persons suggested as possible
4-H Club leaders by Young People

Project Leaders

For the success of club work in general and for the activities to be meaningful, project work (work in the club and at home on a special activity) must be lead by persons capable of giving educational guidance on the specific project. Many people in a community often have shown considerable skill in their occupations and when these people are asked to share their knowledge with the young people, they are called project leaders. To discover these special skill leaders, the young people were asked to name three persons whom they would select to help them in the various fields of interest. These fields of interest and the persons named by youth are shown in the tables indicated below:

<u>Names:</u>	<u>No. of times Named:</u>
Mr. Lincoln Gidden	7
Mr. Swanson Gidden	6
Mr. John Buddoo	6
Miss Addie Burke	4
Mr. George Richards	4
Mr. Vernon Masters	3
Mr. Vas. Gidden	3
Mr. George Stewart	3
Mr. John Somers	3
Mrs. Pearle Gidden	3
Mr. Clifford Gidden	3
Mr. Beresford Anderson	3

TABLE 22: Potential leaders for Poultry projects, in order of priority as named by the youth of the community.

<u>Names:</u>	<u>No. of times Named:</u>
Mr. James Buddoo	13
Mrs. M. E. Turner	7
Lincoln Gidden	4
Vincent Gyles	3
Andrew Crosbourne	3

TABLE 23: Community leaders possessing knowledge in Vegetable culture according to opinions of children interviewed.

<u>Names:</u>	<u>No. of times Named:</u>
Mr. Lac. Henry	8
Mr. J. Buddoo	4
Mr. S. G. Richards	4
Mr. A. L. Crosbourne	3
Mr. Vernal Masters	3
Mr. Malcolm Buddoo	3
Mr. G. A. Stewart (4-H Organizer)	3

TABLE 24: Residents from whom young people say they would seek advice in calf-raising.

<u>Names:</u>	<u>No. of times Named:</u>
Miss Icy Small	9
Miss M.I.R. Turner	7
Miss M.A. Heron	7
Mr. Byron Henry	6
Mr. Osbourne Forey	5
Mr. Rupert Cross	4
Miss Balfour	4

TABLE 25: Community Leaders possessing knowledge in woodwork according to opinions of youths interviewed.

<u>Names:</u>	<u>No. of times Named:</u>	<u>Names:</u>	<u>No. of times Named:</u>
Miss Edie Gidden	12	Pearl Somers	6
Miss M. A. Heron	8	Miriam Taffe	3
Miss Pearl Gidden	6	Dora Crosbourne	3
Miss Dorrett Gidden	5	Eddie Gidden	3
Miss Esmine Gidden	4		
Miss Enid Anderson	3		
Miss I. L. Small	3		

TABLE 26: Persons recommended
by girls to help in
cake baking

TABLE 27: Community Leaders
possessing knowledge
in Sewing according to
opinions of girls in-
terviewed

Since only 39 young people (19 boys and 20 girls) were interviewed, even a small number of mentions is fairly important. The tables indicate a pretty healthy leadership situation and the opinions of these boys and girls should be used as guides in seeking more assistance for project work. Most of the people named are farmers or housewives of the communities and these, working together with the professionals, could make an excellent educational program for 4-H.

Two cases are of particular interest among the namings because they appear unusual. Miss Eddie Gidden, a previously mentioned 19 year old 4-H member, received frequent mention. Her achievements in divisional and national exhibitions and contests have no doubt brought her to the attention of the others. Also, a woman, Miss Turner, was often mentioned as a good leader for a boys' woodworking project. The Bermaddy school has some tools and Miss Turner has done some work with the boys in this subject. The boys are convinced that she would be better than even some of the local carpenters. Here interest in the boys was perhaps more important to them than the actual skills.

Description of People Chosen as Leaders

The belief of the majority of people is that a leader is someone special with all kinds of characteristics that include loyalty, energetic, alert, devoted, enthusiastic, reliable, skillful, humorous, well educated, punctual and many more. This and other surveys on leadership show that there is little base for placing credence in these kinds of values. In the first place, very few people with a high degree of all or most of these characteristics exist and secondly, a community may place little or no value on many of these. The people named by the residents of Bermaddy, York Street, and Treadways are persons from all walks of life, each quite different from the other, most of them ordinary individuals who were born and grew up in the area. About the only characteristics that could be identified as universal were that the persons named possessed the desired skills and that they would be willing to help. Research carried by Edward Seaga 1955, reported in Volume 4, No. 3 of the Journal of Social and Economic Studies and by a 4-H organizer study group in 1962 confirm this and indicate that class, occupation, color, religion, or economic standing do not in themselves limit local leadership.

Leaders in most subjects exist in most communities. The successful development or education officer will go to the people, find out who their leaders are, and work with them for the betterment of the residents of the region.

CHAPTER VI

SUMMARY

Working with voluntary leaders is an accepted method of most rural development programmes since it provides additional personnel at no additional cost and because rural people accept recommended practices more rapidly when their leaders demonstrate that they accept them. This latter reason pre-supposes that the actual community leaders are chosen as the voluntary leaders for people could be chosen who would not wield the same amount of influence and their usefulness in achieving the objectives of the programme would be greatly limited.

While there are several methods of identifying leaders, that of going to the community, and through sociometric questioning, ask them to name the people they would ask to help with certain skills important in the area and the persons they would name to serve on various committees or deputations, is considered to be the surest. This publication first describes the three Jamaican communities studied in order to give the social framework within which the leaders are found. It secondly lists the leaders identified according to the situations in which they are fulfilling leadership roles and makes a brief description of them to assist development programmes in understanding this social phenomenon. About 30% of the heads of families and their wives were interviewed; approximately 25% of the children aged 15 to 21 were questioned.

The Bermaddy, York Street and Treadways communities are still very rural, with farming and hired farm work as the principal sources of income to the people. Because of some integrating factors such as sharing one post office, community centre, and cooperative, a new community is being formed from parts of the three that, in the minds of the people, carries the name of Treadways. A curious age pattern exists in which 60% of the heads of families are 50 or older and only 4% are between 20 and 30. The number of children per family is low, 4.1, and all of the big families are of older people; economic conditions, migration, and later marrying appear to be the causes of the reduction in size of families.

A high proportion of the children have completed sixth standard schooling but there is still some 20% who are not going beyond third. About 30% of the children have become nurses, teachers, mechanics or masons, an unusual accomplishment for a rural area in Jamaica. Slightly more than 9% of the children over age 20 still live in the communities. The highest incidence of overseas migration is in the 21-29 age grouping; about 20% more women have migrated to England and the USA than men.

The communities have fair roads, two good schools, a post office, piped water, a community centre and an active farm cooperative. Roads are considered to be the biggest community problem, followed by lack of electricity. Opinion varied widely on the quality of the services of Extension, the Cooperative, 4-H, and Social Welfare, with the latter receiving the greatest amount of criticism. The schools were rated high by everyone.

A large proportion of the farmers, 84%, own their land; the median size farm is 5 to 10 acres, but 55% have less than five acres. Citrus, sugar cane, coffee, cocoa, and coconuts are the most important crops plus the various mixed crops, including ground provisions that are grown for subsistence. Livestock is almost not raised on a commercial scale but almost half the families have a cow or two and more keep a few hogs and chickens. Donkeys and mules are still important modes of transport, especially in bringing products down from the hills to the roads. Shortage of labour is the most important farm problem, according to the people's opinions, but diseases and insects, insufficient use of fertilizer and poor livestock feed were noted by the investigators and a few farmers as severely limiting production. Most crops are grown together in the same field, mixing ground provisions, coconuts, citrus, and perhaps coffee or cocoa.

Strong leadership patterns were found in organizational activities with a few persons being named by a third of the community. Women leaders in cooking and sewing were equally well demonstrated. Neither crops nor livestock showed this pattern; the adults in the community preferred the agricultural extension officer, livestock officer, and veterinarian over any of the farmers in the area although a few were named. Youth appears to have more confidence in the residents of the area; they clearly noted those they considered to be leaders in all fields except recreation.

The leaders chosen indicate that color, age, religion, residential period nor economic conditions do not greatly influence this phenomenon. The leaders come from nearly every social stratum, young and old, small and big farms, professional and non-professional people. It is of considerable interest to note that several men and women from one family were named in almost every leadership category although they never were among those receiving the most mentions. One 19 year old 4-H girl was several times chosen by both adults and youth as a leader in certain fields. It appeared that the only universal characteristics governing the choice of leaders were: that they possessed the desired skill and that they were willing to help others with their problems concerning that skill.

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APPENDICES

APPENDIX I

Selection, Use and Training of Voluntary Leaders
Rural Youth Work

Turrialba, Costa Rica & Kingston,
Jamaica
May 27 to June, 1963.

Questionnaire
for Heads of Families

No. _____

Interviewer _____ June _____, 1963

Informant (Head of Family) _____

(1) Occupation(s) _____

(2) Age _____ (3) Sex _____ (4) Community _____

(5) How many people live in the home with you? _____

(6) Children of Head of Family

Age	Sex	Occupation if any	Residence	Attending School now	Highest level of school completed	Is or has been a 4-H Club member

(7) Characteristics of home:

- (a) Material of floor _____ roof _____ walls _____
- (b) No. of apartments _____ bedrooms _____
- (c) Sanitary facilities: Pit latrine _____ Sewer _____ None _____
- (d) Type of lighting _____
- (e) Source of water supply: Tank _____ spring _____ pipe _____
other _____
- (f) Do you have a radio? Yes _____ No _____

(8) Farm Enterprises:

- (a) Do you own _____ or rent _____ your farm? Both _____ ?
- (b) How many acres do you farm? _____
- (c) What are your major crops?

<u>Crop</u>	<u>Acreage</u>
_____	_____
_____	_____
_____	_____

- (d) How much livestock do you have? (number)

Cows _____ Donkeys _____ Fowls _____

Horses _____ Pigs _____

- (e) What do you estimate your income was last year? _____

- (f) Who does the farm work here? Operator _____ Family _____ Hired _____

(9) Farm Problems:

- (a) What are your principal crop problems?

(b) What are your principal livestock problems?

(9a) (a) Did you use credit last year? Yes _____ No _____

(b) Source of credit _____

(c) For what did you use it? _____

(d) Did you receive a subsidy last year? Yes _____ No _____

For what _____

(10) To what organizations do you belong? (Include church, community groups, savings societies, lodges, J.A.S., etc.)

(11) What are the problems here in the community?

(12) What do you think of the various services offered in this community?

Service	Very good	Good	Fair	Poor	Very poor
Roads					
Water					
Schools					
The cooperative					
Social welfare					
Agricultural extension					
4-H					

(13) What do you consider to be the major problems of youth in this community?

(14) If you had a problem with your crops, to what 3 persons in this community would you go for help? Name them in order of preference.

a. _____

b. _____

c. _____

(15) If you had a problem with your livestock, to what 3 persons in this community would you go for help? name them in order of preference.

a. _____

b. _____

c. _____

(16) Name 3 persons in order of preference you would suggest to go on a deputation to government on a matter concerning farmers in this area?

a. _____

b. _____

c. _____

(17) Whom would you suggest to form a committee to get the community to fix up the Community Centre?

a. _____

b. _____

c. _____

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QUESTIONS FOR WOMEN

18. Name the three best cooks in the district.
- a. _____
 - b. _____
 - c. _____
19. Who are the three best dressmakers in the district?
- a. _____
 - b. _____
 - c. _____
20. If the Governor-General were to visit the district whom would you suggest to be in charge of the catering?
Name 3.
- a. _____
 - b. _____
 - c. _____
21. If you were sewing anything for yourself and you had a problem with it, to whom would you go for help?
- a. _____
 - b. _____
 - c. _____

QUESTIONS FOR YOUTH

22. What other Youth Organization or type of youth work do you think should be started in this community?

23. If the community were organizing another 4-H Club, what 3 persons would you suggest as leaders?

(a) _____

(b) _____

(c) _____

24. If you wanted advice on the following, what 3 persons, in order of preference would you ask?

(a) Poultry (Boys and Girls)

1. _____

2. _____

3. _____

(b) Vegetable Gardening (Boys and Girls)

1. _____

2. _____

3. _____

(c) Recreation

1. _____

2. _____

3. _____

(d) Rearing a Calf (Boys and Girls)

1. _____

2. _____

3. _____

(e) Woodworking (Boys)

1. _____
2. _____
3. _____

(f) Cake Baking (Girls)

1. _____
2. _____
3. _____

(g) Sewing a Party Dress (Girls)

1. _____
2. _____
3. _____

Inter-American Institute of Agricultural Sciences of the O.A.S.
Tropical Center for Research and Graduate Training
Turrialba, Costa Rica

Staff list

Co-directors and lecturers:

- Dr. Earl Jones, Rural Youth Specialist
Inter-American Institute of Agricultural
Sciences of the O.A.S., Turrialba, and
- Mr. B. R. Williams, Training Officer,
Jamaica Social Welfare Commission

Lecturers:

- Mr. C. T. Lewis, Secretary
Jamaica 4-H Clubs
- Dr. Manuel Alers-Montalvo, Sociologist
Department of Economics and Extension
IAIAS, Turrialba
- Dr. Roy Clifford, Sociologist
IAIAS Northern Zone
- Dr. Linda Nelson, Home Economist
Department of Economics and Extension
IAIAS, Turrialba
- Mr. Edgar Arias, Specialist
Inter-American Rural Youth Program
- Mr. Carlos Luis Arias, Editor
"Extensión en las Américas"

Selection Use and Training of Voluntary
Leaders in Rural Youth Work

Program

Monday, May 27

7:00	Introduction to the course staff	Mr. Williams
7:30	Welcome to the Institute	Dr. Budowski
8:00	The Institute Programs	Mr. Erickson
9:00	Department of Economics and Extension	Dr. Alers- Montalvo
9:30	Break	
10:00	Visit Forestry Department	Dr. Budowski
10:30	Visit Library	Librarian
11:00	Visit Plant Industry Department	Dr. Moh
11:45	Lunch	
1:00	Visit Information Service	Mr. Fonseca
1:45	Visit Animal Husbandry Dept.	Mr. Semple
3:00	Break	
3:30	Orientation to the Course plan	Dr. Jones
7:00	Get acquainted session	Residence of Dr. Jones

Tuesday, May 28

7:30	Bases of rural youth work	Dr. Jones
9:30	Break	
10:00	Determining youth and community needs in preparation for program planning	Mr. Lewis
11:30	Lunch	
1:00	The process of program planning	Dr. Jones
3:00	Break	
3:30	Types of rural youth activities	Mr. Williams

Wednesday, May 29

7:30	The selection of individual projects	Dr. Nelson
9:30	Break	
10:00	The growing-up jobs of the adolescent	Dr. Nelson
11:30	Lunch	
1:00	The "thinking-feeling-acting" process of human behavior	Mr. Lewis
2:00	Recreation as an Educational tool	Dr. Jones
3:00	Break	
3:30	Recreation, continued	Dr. Jones

Thursday, May 30

7:30	Youth work	Dr. Clifford
9:30	Break	
10:00	Competence vs. Competition as a Basis for contests	Dr. Jones
11:30	Lunch	
1:00	Recognition as a stimulus to better work	Prof. Arias
3:00	Break	
3:30	Inter-American Rural Youth Program	Mr. Law

Friday, May 31

7:30	Organizing and conducting achievement days	Mr. Lewis
9:30	Break	
10:00	Information services for rural youth work	Mr. Luiz Fonseca
11:30	Lunch	
1:00	Fairs in rural youth work	Mr. Lewis
3:00	Break	
3:30	Visual aids as a technique in rural youth work	Mr. Williams

Saturday, June 1

7:30	Reports of participants on their club programs	Mr. Williams
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Sunday, June 2

Free

Monday June 3

7:30	Guides to preparing Questionnaires in Social Research	Dr. Alers-M.
9:30	Break	
10:00	Individual, community and technical needs	Dr. Jones
11:30	Lunch	
1:00	Group work: preparing questionnaires on needs	Mr. Lewis and Mr. Williams
3:00	Break	
3:30	Group work continued	" "

Tuesday, June 4

7:30	Functions of voluntary leaders in rural youth work	Mr. Lewis
9:30	Break	
10:00	Group sociology	Dr. Clifford
11:30	Lunch	
1:00	Leadership as a group phenomenon	Dr. Clifford
3:00	Break	
3:30	Methods of identifying leaders	Dr. Clifford and Dr. Jones

Wednesday, June 5

7:30	Group work: preparing questionnaires for identifying leaders	Dr. Clifford, Dr. Jones and Mr. Lewis
9:30	Break	
10:00	Group work continued	
11:30	Lunch	
1:00	Group work continued	
3:00	Break	
3:30	Group work continued	

Tuesday, June 11

8:00	Social characteristics of rural Jamaica	Mr. Singhman
10:00	Break	
10:30	Jamaica Social Welfare Commission	Mr. Ed Burke
11:30	Lunch	
1:00	Sugar Industry Labor Welfare Board	Mr. Carney
3:00	Jamaica Agricultural Society	Mr. Atkinson Dr. Jones Mr. Lewis and Mr. Williams
4:00	Tea	

Wednesday, June 12

	Field Work: Administering questionnaire	" " " " " " "
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Thursday June 13

	Field work: Administering questionnaire	
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Friday, June 14

	Field work: Administering questionnaire	
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Saturday, June 15

8:00	Tabulation of findings	
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Sunday, June 16

	Free	
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Monday, June 17

	Tabulation of findings	
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Tuesday, June 18

	Preparation of tables and figures	
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Wednesday, June 19

	Preparation of report	Dr. Jones, Mr. Lewis, & Mr. Williams
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Thursday, June 20

8:00	Methods of training voluntary leaders	Mr. Lewis
10:00	Break	
10:30	Planning the training session	Mr. Williams
12:00	Lunch	
1:00	Selecting training topics	Dr. Jones
3:00	Break	
3:30	Training camps for leaders	Mr. Walters

Friday, June 21

	Preparation of materials for actual training exercise	Dr. Jones, Mr. Lewis and Mr. Williams
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Saturday, June 22

Preparation continued

Sunday, June 23

Free

Monday, June 24

Preparation continued

Tuesday, June 25Wednesday, June 26

Training exercise

Thursday, June 27

Training exercise

Friday, June 28

8:00	Evaluation of training exercise	Mr. Lewis
10:00	Break	
10:30	Evaluation continued	Mr. Lewis
12:00	Lunch	
1:30	Evaluation of course	Mr. Williams

Saturday, June 29

Return to home countries

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4-H CLUB PROGRAMME IN JAMAICA

During the years 1937-1939 there existed in Jamaica Juvenile Branches of the Jamaica Agricultural Society which emphasized and encouraged training, with a view to developing skills and techniques in practical tasks related to the home and the farm, and creating some kind of lustre and dignity for manual labour. Then came the 1st of April 1940 when these branches were reorganized under the name 4-H Clubs with a Central Managing Committee of 11 members and 2 trustees to formulate the policies and guide the operations of the movement.

Objective:

To assist in guiding and directing the youths of Jamaica between the ages of 10 and 21 in the habits of good citizenship, proper use of leisure, respect for the land, and the acquisition of skills in farming, homemaking and recreation.

Staff:

The programme is administered throughout Jamaica by

- 1 Secretary Supervisor
- 1 Assistant Secretary Supervisor
- 4 Senior Organizers
- 17 Area Organizers

under the guidance of the Central Managing Committee. The organizer at the parish level works in collaboration with a voluntary body known as a Parish Council which assists in promoting the work within each area.

Types of Clubs and Membership:

There are 3 types of clubs, namely:

- i Junior Clubs, age group 10-15 years
- ii Senior Clubs, age group 16-21 years
- iii All-age Clubs, age group 10-21 years

There are approximately 615 clubs, with a membership of over 25,000. Except in a few cases boys and girls have membership in the same clubs.

Leaders:

Leadership, which is voluntary, is drawn from both sexes and may be categorized as Local Leaders and Project Leaders. Apart from these adults, there are Junior Leaders, drawn chiefly from teachers and other public-spirited persons. There are approximately 2,900 leaders in active service.

Methods:

A club is formed upon request from a community, after the organizer is satisfied that there is available leadership, interest, and knowledge of the programme. A minimum of 8 members if necessary for the formation of a club, which is put on probation for a period of 3 months. After satisfying all the requirements prescribed and having received the supervision of the Organizer during this period, the club is then affiliated to the 4-H Clubs of Jamaica. A special requirement of each member upon making formal application for membership, is to seek the consent of parents or guardians, undertake at least one project, and participate in club activities. A club is required to present a plan of work at the beginning of each club year which begins on the 1st of April and ends on the 31st of March. Clubs are encouraged to have at least one meeting per month.

Projects:

The 4-H programme is based on the principle "Learn to do by doing". Projects cover a wide range of subjects varying in type, but conforming to needs, aspirations, and interest of members, as follows:

I. Livestock Projects:

Rabbits
Goats
Pigs
Dairy Calves
Poultry
Bee-keeping
Sheep

II. Agricultural Projects:

Vegetable Garden
Flower Garden
Coffee
Cocoa
Citrus

III. Home-making Projects:

Food Preservation
 Clothing
 Cookery
 Home Improvement
 Handicraft

IV. Community Projects:

Savings
 Tree Planting
 First Aid

V. Special Activities:

Dancing
 Drama
 Public Speaking

Training:

Training in skills and techniques is offered by the servicing agencies of the Coordinated Extension Service, namely Ministry of Agriculture, Jamaica Social Welfare Commission and the Sugar Industry Labour Welfare Board. Leaders and other public-spirited persons also assist in training. The training is always related to the projects being carried by groups and culminates in a series of Parish Achievement Days which finally lead to the National Achievement Week.

Special Activities:

1. Open days
2. Field days
3. Educational Tours
4. Camps
5. Socials
6. Parish Achievement Days
7. Rally
8. National Achievement Week

Finance:

The organization is financed by an annual subvention from Central Government of about £42,000, together with gifts and subscriptions from firms, businessmen and public-spirited persons.

Recognition:

Each year special functions are arranged to show appreciation and recognition for outstanding and meritorious leadership, and achievements of members.

International Exchange:

Exchange visits between clubs, and countries, have proved a splendid means of encouraging better understanding among leaders and members, and have built up good international relationships. Jamaica now participates in an International Exchange Programme with the 4-H movement of America, and the Young Farmers Clubs of England. Jamaica also participates in an International Cattle Judging Competition with England.

JAMAICA YOUTH CLUBS' COUNCIL

The Youth Club Movement is concerned with providing adequate facilities for the fullest and wisest use of leisure time, but its emphasis is on recreation.

Recreation is not to be interpreted as the mere playing of games, useful as that is, but rather as the recreating of the body, mind and spirit through balanced and carefully planned programmes and a means of preparation for maturity.

Although there are several youth organizations such as the 4-H, Boys' Brigade, Boy Scouts, Girl Guides, etc., you will still find youngsters who are not identified with any of these and who must be catered to.

The Youth Club Movement therefore welcomes and invites membership from all young people regardless of their social or educational backgrounds.

Those who are intellectually or financially well endowed have as much to gain from the association in a youth club as those who are not. They have much to give and equally much to learn.

The Jamaica Youth Clubs' Council, while encouraging self-help, tries to cater to all types and tastes--the sports enthusiast, the boy with too much time on his hands, the girl with too little, the shy youngster, the born leader, the dancer, the singer, the intellectual, the religious, and so it provides a four-cornered programme for the youngsters, viz:

1. Recreation and Social, which include indoor and outdoor games, square dancing, creative dancing, club socials, hikes, beach picnics, river parties, inter-club visits, summer camps, athletics, cricket, foot-ball, table tennis, boxing and many other forms of recreation.

2. Cultural or Educational, such as group discussions, panel discussions, lectures, educational tours.

3. Art and Craft, simple paintings are done in the Youth Clubs as well as embroidery, sewing, knitting, using simple materials to produce valuable articles. The boys are taught to do woodwork which some clubs do as a project.

4. Religious Aspect: There is also the religious aspect of club life. The Youth Club organization is strictly non-denominational. Members are encouraged to worship as a group at least once per month. Topics on religion are discussed at club meetings and sometimes a minister is called in to direct the discussions. Members are also advised to take part in the religious life of the community in which they live.

Club Projects:

There is no special emphasis on individual projects in the club. Members usually work together as a team on whatever projects they are doing and these projects are selected by the members in consultation with the Club Leader. Projects may include barbering for boys, beauty culture for girls, sewing and handicraft, depending on the situation which exists.

Youth Centres:

The Jamaica Youth Clubs' Council in reviewing its work decided that work with urban groups should be accelerated, and, accordingly, proposals have been put up to the Government regarding the operation of Youth Centres, well equipped and staffed to offer youngsters the opportunity for self-help. These offer youngsters the opportunity for self-help. These centres should serve as headquarters for centralized youth club activities in their particular areas. At present there are two such centres--one in Falmouth, Trelawny, and the other in Kingston. Various skills are taught at these centres.

Sports:

Sports form a major activity in the life of the youth clubs, and track, athletics, cricket, foot-ball, volley-ball, continue to hold their treasured places in the hearts of club members. There are annual cup competitions and members look forward to these, especially in rural areas.

Annual Highlights:

The main highlights of the year are:

(a) Summer Camps. These are organized in several parts of the Island and are attended by hundreds of club members. The fact is that members look forward to camps anxiously, since this is the period in which they renew old acquaintances and develop the spirit of friendship and oneness.

We usually organize three weeks of camps--the first week for junior and senior girls, second week for junior boys, and the third week for senior boys.

Each club sends a certain number of members, dependent on the accommodations available.

Camp fees for each camper are met by the Jamaica Youth Clubs' Council, the parish Youth Clubs' Council and the members themselves, each contributing one-third of the cost. The camps are held during mid-summer each year.

(b) Athletic Sports, which are held in September. These are usually held on a competitive basis, between the two parishes, with the winner holding a cup or shield for one year.

(c) Youth Clubs' Week Celebrations. These celebrations usually begin with a church service on Sunday when in each area the club members are called upon to attend service as a group and to actively participate, e.g., two members will read the lessons and others collect the offerings.

Special programmes are planned by the various groups. Then there is an exhibition of handicrafts by the clubs and an award to the winning club. This award is either monetary or by way of a shield.

Lastly, there is the selection and crowning of the most outstanding Youth Club girl and boy for the year under review. The principle under which the selections are made is that there is a parish elimination in which a member from each club enters. The parish finalists all compete for the island trophy.

A prize for the winners (boy and girl) is awarded. This prize is sometimes a trip abroad.

Finance:

The Jamaica Youth Clubs' Council receives an annual grant from the Government (Central) and also annual grants from each

local government body. Local parish Youth Clubs' Councils often plan functions as fund raising efforts to provide money for the purpose of helping clubs procure materials for handicrafts and equipment for games. Club members are asked to pay a weekly subscription, and this goes to help finance the clubs' programmes.

4-H MOVEMENT IN ST. VINCENT

4-H Clubs were organized in St. Vincent as early as 1945, and these were run by the Group Organizer in the Social Welfare Department under a Colonial Development and Welfare Scheme. With the abolition of this Department, in 1950, the clubs disintegrated.

In April 1961 the A.I.D. Extension Advisor stationed in St. Vincent reorganized these clubs. By December 1962 there were 15 such clubs. To date there are 16 clubs--4 carrying home economics projects while 12 carry agricultural projects.

The clubs are assisted voluntarily by the Organizer of Home Economics, Education Department, and by three Agricultural Assistants in the Extension Service.

Trained Personnel

In November of 1962 a Senior Agricultural Instructor was assigned to assist the Extension Advisor in conjunction with his previous duties. This instructor had 5 months training in Extension methods in the U.S.A.

Officers and Leaders

These are chiefly teachers in the district, and there are 54 such voluntary leaders.

Membership

There are approximately 500 members to date, and these are mainly children of school age. Meetings are held in the schools in the particular district, and there is no difficulty getting children to join the club.

The age limit is 10 - 21 years.

Club Year

A club year which began with the inauguration of the particular club, has recently been changed to coincide with the calendar year.

Club Programmes

The club programme is planned by the club with the assistance of the A.I.D. Extension Advisor.

Projects and Project Leaders

The programme covers a wide range of projects which are chosen by members. There are very few trained Project Leaders to carry on these projects, and this creates a problem.

Records

There are no records kept in the Clubs. The only worthwhile record so far is the Minute Book.

Achievement Days

To date there were 4 achievement days.

Awards

Awards were made on the Danish System when Blue, Red and White ribbons were given (at Club level).

Island Council

All leaders--voluntary and professional--form an island council. This has recently been organized and has not yet functioned.

The 4-H Programme is not yet officially approved by the Ministry concerned, although it has been accepted as a section of the Extension Service of the Agricultural Department which provides a small sum for the working of the programme.

RURAL YOUTH WORK IN BARBADOS

There is no organized 4-H Club movement or similar type youth movement in Barbados at present. Reports indicate that one club was organized in 1944 and lasted for a short time, and that in 1955 one other such club was formed and again only lasted for a short time.

The Ministry of Agriculture is now attempting to organize some rural youth clubs as part of their Extension Service. Field officers are seeking out the interest in various areas and attempting to identify voluntary leaders and persons willing to help in the program.

The organization of the Rural Youth work is being done simultaneously with the adult extension program, since few organized farmers' groups exist at present.

The extension staff of the Ministry of Agriculture consists of about 15 instructors who have varying levels of extension in-service training.

Some groups have been organized by the Social Welfare department, and we hope that these may be coordinated to participate in a simple Rural Youth program.

RURAL YOUTH WORK IN MARTINIQUE

Our rural groups are called J.A.C. (Jeunesse Agricole Chretienne) or Rural Christian Youth. The name itself implies the type of work we do and to what particular type of people we offer our services. The French National Branch has seen that more and more they can no longer work only with agricultural people or strictly farmers, and they enrolled also students who live in rural areas, shop-keepers, clerks or even teachers, and changed the name to M.R.J.C. or Mouvement Rural de la Jeunesse Catholique (Catholic Movement of Rural Youth) which has a wider scope.

Those who take an active part are called "militants" which means that they have to do something quite definite. The leaders are called "dirigeants". For the children up to 15 years we have a junior branch "Coeurs Vaillants" for the boys, and "Ames Vaillantes" for the girls. From 17 upwards they are J.A.C., and when they get married, they are supposed to enter the M.F.R. (Mouvement Familial Rural) or Rural Family Movement. These are all closely linked, but each branch forms a separate and independent unit, with its own staff and budget.

The movement centers its activity under three headings: VOIR-JUGER-AGIR (OBSERVE-JUDGE-ACT) something like the thinking-feeling-acting process used in 4-H Clubs. To observe, we base all our work on the enquiry system. The Central Committee meets and prepares a questionnaire to find out the needs of the community. Each participant gets a work sheet which makes up the framework of the fortnightly meetings. They learn to draw conclusions from what can be gotten from the questionnaire, and they finally decide what is best and suitable according to actual needs. Placed this way it seems quite easy, but when it comes to the actual work the results can be very discouraging. Those who have not made any enquiry will abstain from meetings for weeks and so our program is usually late.

Last year, for instance, we studied Love and Marriage. The girls especially were very interested in this question. Currently we have an illegitimate birth rate of 49%. The families are large, from 5 to 10 children, and very often the mother alone has to take care of all these people. The causes usually given are bad habits, which date from the days of slavery, and poor housing facilities. The houses have usually two rooms for everybody; illiteracy is high and there is a lack of recreation for the adults. For most of the peasants their wives or concubines are practically the only recreation they have. The result is a high birth rate--30 per 1,000. As there is little space at home the man prefers to spend his free time in a rum shop.

What did our groups undertake? They invited people to give lectures on nutrition, how to prepare a balanced diet. A doctor spoke on the medical aspects of marriage and a lawyer spoke on the legal aspects and facilities offered by the Government.

Perhaps the most practical method used is what we call a "journée rural", or a rural day, on some definite project. For the girls we might choose cooking or sewing. Once they agree on what is to be done, they choose a spot in the parish outside the main center where they can find many people. All the girls around are invited to attend. The idea is to show them an example of how to use local food without having to spend too much. All those who attend are assigned some task as fetching water, sweeping the house, peeling the vegetables or preparing the fish. This enables the organizer to spot those who show willingness to serve, can set a note of gaiety, and these are contacted later on to be active members or even leaders. At the end of the day they review the work done to find out what was good and what was lacking. The people around usually express their satisfaction by asking them to return.

We have no definite agricultural work, although one club member in the northern part of the island has successfully built a poultry farm. Some tried bee keeping but not to a great extent. We even tried a rabbit experiment, to cross local species with imported females. Unfortunately, when the rabbits arrived from France, those who had said that they had many males, turned out to own next to nothing. Finally the rabbits died from lack of proper care. None lived where the rabbits were, nor were they too keen in assuming the responsibility of their care.

This year our topic is: "Together we build the community".

At this stage it might be useful to talk of our difficulties. But first, here is a general picture of Martinique, according to the latest official figures (October 1961). Population 292,000. Density 265 per square km. If we deduct the lands actually cultivated it will give us a density of 425 per square km., one of the highest in the world. 150,000, or 50.8%, of the population is less than 20 years old. In 12 years the birth rate has doubled. Since 1957 it stayed at 10,500 births per year. Death rate is around 2,500 per year. In 10 years time we will have to find 40,000 new jobs. Actually 5,000 people of less than 25 years of age cannot find jobs. 46% of the girls have no job. Under these circumstances the tendency for the young man is to join the army. The other solution is to emigrate. Every year between 2,500 and 3,000 people go to France.

This accounts in part for our lack of rural leaders. Once we give them some training they go to town and from there to France. We try to train them as much as possible to adapt themselves to the urban way of life, but the majority are reluctant to let us know of their intention of leaving.

Our aim is not entirely vocational training, but we try to prepare them to participate actively in the community, to become men of character, in a word, to be good Christians. We do not hope to see results immediately, but we believe in the slogan used by another catholic movement:

If you want to work for a year, plant wheat;
If you want to work for ten years, plant a tree; and
If you want to work for a life time, train a man.

PARTICIPANTS' ADDRESSES

1. Belle Allen, P. O. Box 50, Kingstown, St. Vincent, W. I.
2. Ignatius Antoine, Micoud, St. Lucia, W. I.
3. Rev. John Destang, Presbytery, Vauclin, Martinique, F. W. I.
4. D. A. Eason, Highgate P. O., St. Mary, Jamaica, W. I.
5. Emanuel Francis, San Souci, New Ground P. O., St. Vincent, W. I.
6. Vilma John, Port Mourant Estate, Coventyne, Berbice, British Guiana
7. Jon Odlum, P. O. Box 255, Castries, St. Lucia, W. I.
8. W. A. L. Sargeant, Ministry of Agriculture, Bridgetown, Barbados, W. I.
9. Debidin Sookharry, L. B. I. Estate, East Coast, Demerara, British Guiana
10. J. E. N. Stephens, 4-H Organizer, Santa Cruz P. O., St. Elizabeth, W. I.
11. B. F. Webber, 6 Caledonia Road, Mandeville P. O., Jamaica, W. I.
12. C. T. Lewis, Jamaica 4-H Clubs, 10-14 North Parade, Kingston, Jamaica, W. I.
13. B. R. Williams, Training Officer, Jamaica Social Welfare Commission, 6 Park Ave., Kingston 5, Jamaica, W. I.



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